THIRD EDITION

With Answer Key

# LONGMAN PREPARATION COURSE FOR THE TOEFL iBT® TEST

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# LONGMAN PREPARATION COURSE FOR THE TOEFL iBT® TEST

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This book gives students all the tools they need to succeed on the TOEFL integrated-skills test. Providing both a comprehensive language-skills course and a wealth of practice for all sections of the test, the Longman Preparation Course for the TOEFL iBT® Test is appropriate for courses in TOEFL-test preparation or as a supplement to more general ESL courses.

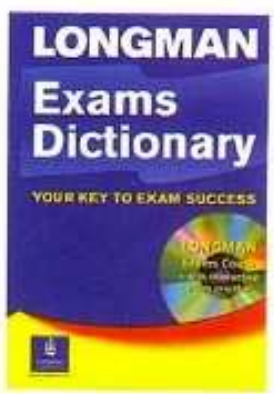
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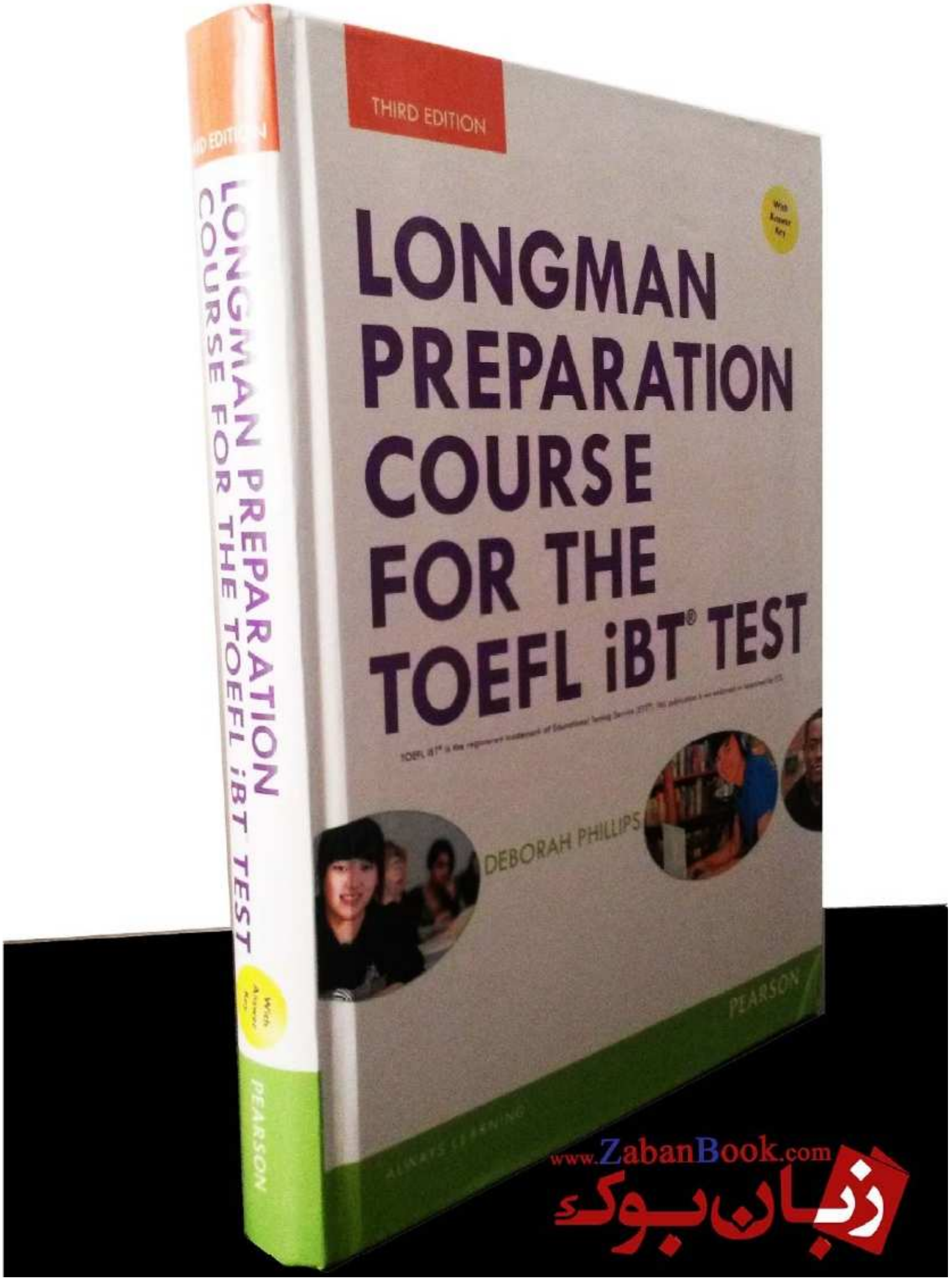

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# CONTENTS


INTRODUCTION xix

NOTE TAKING xxii

**SECTION ONE: READING 1**

READING DIAGNOSTIC PRE-TEST 2

*Aggression* 3

READING OVERVIEW 6

Improving Reading Comprehension 8

Improving Vocabulary Skills 9

READING SKILLS 10

VOCABULARY AND REFERENCE 10

SKILL 1 UNDERSTAND VOCABULARY FROM CONTEXT 10

*The Great Red Spot on Jupiter* 12

Reading Exercise 1 15

*Air Pollution* 15

*Autism* 17

*Parasitic Plants* 19

*Edna Ferber* 20

SKILL 2 RECOGNIZE REFERENTS 22

*Tornadoes* 23

Reading Exercise 2 26

*Collective Behavior* 26

*The Smartphone Revolution* 27

*New World Epidemics* 29

*Horatio Alger, Jr.* 30

Reading Exercise (Skills 1–2) 32

*Coral Colonies* 32

SENTENCES 34

SKILL 3 RECOGNIZE PARAPHRASES 34

*The Moho* 34

Reading Exercise 3 37

*Camouflage* 37

*Post-it® Notes* 39

*The Pulitzer Prize* 41

*Competition and Cooperation* 43

SKILL 4 INSERT SENTENCES INTO THE PASSAGE 45

*Games* 46

Reading Exercise 4 50

*Popcorn* 50

*Lions* 51

*Accidental Inventions* 52

*Neon* 54

Reading Exercise (Skills 3–4) 55

*Theodore Dreiser* 55

Reading Review Exercise (Skills 1–4) 57

*Pulsars* 57

SKILL 5 FIND FACTUAL INFORMATION 59

*Ghost Words* 60

Reading Exercise 5 63

*Lake Baikal* 63

*The Postage Stamp* 64

*The Clovis Culture* 66
*Brown Dwarfs* 68

SKILL 6 IDENTIFY NEGATIVE FACTS 69
*Moonbows* 70
Reading Exercise 6 73
*Flatfish* 73
*Limestone Caves* 75
*Chewing Gum* 76
*Dissociative Identity Disorder* 78
Reading Exercise (Skills 5–6) 80
*John Muir* 80
Reading Review Exercise (Skills 1–6) 82
*Caretaker Speech* 82

SKILL 7 MAKE INFERENCES FROM STATED FACTS 84
*The History of Money* 87
Reading Exercise 7 90
*Tiger Moths* 90
*The Cambrian Explosion* 91
*The Golden Age of Comics* 93
*The Filibuster* 95

SKILL 8 INFER RHETORICAL PURPOSE QUESTIONS 97
*The Magnetosphere* 97
Reading Exercise 8 101
*Xerography* 101
*Demographic Change* 103
*The Hubble Telescope* 104
*Territoriality* 106
Reading Exercise (Skills 7–8) 108
*Ella Deloria* 108
Reading Review Exercise (Skills 1–8) 110
*Early Autos* 110

SKILL 9 SELECT SUMMARY INFORMATION 113
*The Great Compromise* 113
Reading Exercise 9 117
*Island Plant Life* 117
*Ben and Jerry's* 118
*The Bald Eagle* 119
*Modernism in Art* 121

SKILL 10 COMPLETE ORGANIZATIONAL (SCHEMATIC) TABLES 122
*Pterosaurs* 123
Reading Exercise 10 126
*Sand Dunes* 126
*Etymology of Words* 127
*Carnivorous Plants* 129
*Hemingway and Faulkner* 130
Reading Exercise (Skills 9–10) 131
*Species* 131
Reading Review Exercise (Skills 1–10) 133
*Decisions* 133

READING POST-TEST 136
*Aquatic Schools* 137

**SECTION TWO: LISTENING** 141

LISTENING DIAGNOSTIC PRE-TEST 142
*A Problem with a Class* 143
*Sleep* 144

LISTENING OVERVIEW 145

LISTENING SKILLS 147

BASIC COMPREHENSION 147

SKILL 1 UNDERSTAND THE GIST 147
*A Comprehensive Exam* 147
*The Beat Generation* 149
Listening Exercise 1 152
*An Engineering Course* 152
*The Grade Report* 152
*Lakes* 153
*Meteorology* 153

SKILL 2 UNDERSTAND THE DETAILS 154
*The Giotto Spacecraft Mission* 154
*Internships* 156
Listening Exercise 2 158
*A Parking Sticker* 158
*A Drama Class* 160
*Early Teachers* 161
*Gold and Iron Pyrite* 162
Listening Review Exercise (Skills 1–2) 163
*An Anthropology Paper* 163

PRAGMATIC UNDERSTANDING 164

SKILL 3 UNDERSTAND THE FUNCTION 164
*An Assignment Question* 164
*Social Media* 167
Listening Exercise 3 170
*The Library* 170
*The Transcript* 171
*Opossum Defense Mechanisms* 172
*Giant Impact Theory* 173

SKILL 4 UNDERSTAND THE SPEAKER'S STANCE 175
*Chess Club* 175
*Two Theories about Yosemite* 178
Listening Exercise 4 181
*Course Load* 181
*A Questionnaire* 181
*Iroquois Houses* 182
*Hail* 182
Listening Exercise (Skills 3–4) 183
*American History and the Fugio Coin* 183
Listening Review Exercise (Skills 1–4) 185
*Hibernation* 185

CONNECTING INFORMATION 187

SKILL 5 UNDERSTAND THE ORGANIZATION 187
*Rivers* 187
*Clarence Darrow* 190
Listening Exercise 5 193
*Tropism* 193
*Fossils* 194

*Animal Empathy* **195**
*Fractures* **196**

SKILL 6 UNDERSTAND RELATIONSHIPS: INFERENCES AND DRAWING CONCLUSIONS **198**
*An Engineering Tutor* **198**
*Life on Mars* **200**
Listening Exercise 6 **203**
*A Placement Test* **203**
*A Term Paper* **203**
*Conditioning* **204**
*An Economic Theory Presentation* **205**
Listening Exercise (Skills 5–6) **206**
*The Colonization of Carolina* **206**
Listening Review Exercise (Skills 1–6) **208**
*Leaf Arrangements* **208**

LISTENING POST-TEST **210**
*The Music Project* **211**
*The Great Lakes* **212**

**SECTION THREE: SPEAKING 215**

SPEAKING DIAGNOSTIC PRE-TEST **216**
*Person You Admire* **217**
*Vacation Preferences* **217**
*Registering for Classes* **217**
*Nonverbal Communication* **218**
*A Problem in French Class* **218**
*Echolocation* **219**

SPEAKING OVERVIEW **220**

SPEAKING SKILLS **226**

SPEAKING QUESTIONS 1 AND 2: INDEPENDENT SPEAKING QUESTIONS **226**

*SPEAKING QUESTION 1: FREE-CHOICE RESPONSE* **226**

SKILL 1 USE YOUR NOTES TO PLAN THE FREE-CHOICE RESPONSE **227**
Speaking Exercise 1 **230**
*Best Way to Learn English* **230**
*Which Person Helped the Most* **230**
*A Place You Enjoy* **231**
*An Activity You Do Not Enjoy* **231**
*Your Favorite Day* **231**
*A Kind of Movie You Do Not Enjoy* **231**
*Advice About Your City* **231**
*An Important Decision* **232**
*A Purchase You Regret* **232**
*Important Qualities In Renting an Apartment* **232**

SKILL 2 USE YOUR PLAN TO MAKE THE FREE-CHOICE RESPONSE **232**
Speaking Exercise 2 **236**
Speaking Review Exercise (Skills 1–2) **236**
*An Interesting Job* **236**
*Age of Marriage* **236**
*Best City Investments* **236**
*Classes You Do Not Enjoy* **236**
*Most Important Thing You Own* **236**

*SPEAKING QUESTION 2: PAIRED-CHOICE RESPONSE* **237**

SKILL 3 USE YOUR NOTES TO PLAN THE PAIRED-CHOICE RESPONSE 237
Speaking Exercise 3 240
*First-Year Residences* 241
*Eating at Home or Eating Out* 241
*Driving Age Under or Over 18* 241
*More Money or Less Hours* 241
*Education or Play for Young Children* 242
*Broad or Specific Knowledge for Job Market* 242
*Study Alone or with Friends* 242
*Learn by Watching or Doing* 242
*New Classroom or New Computers* 243
*Quick or Slow Decision-Making* 243
SKILL 4 USE YOUR PLAN TO MAKE THE PAIRED-CHOICE RESPONSE 243
Speaking Exercise 4 247
Speaking Review Exercise (Skills 3–4) 247
*Teacher Mistakes* 247
*Taking Chances or Playing It Safe* 247
*Exam Types* 247
*Art as Entertainment or Expression of Ideas* 247
*Hiring Employees* 248
SPEAKING QUESTIONS 3 AND 4: INTEGRATED QUESTIONS (READING, LISTENING AND SPEAKING) 248
*SPEAKING QUESTION 3: CAMPUS-BASED INTEGRATED READING, LISTENING, AND SPEAKING* 248
SKILL 5 NOTE THE MAIN POINTS AS YOU READ 248
Speaking Exercise 5 250
*Bicycle Parking on Campus* 251
*Bookstore Policy* 251
*Policy on Late Assignments* 252
SKILL 6 NOTE THE MAIN POINTS AS YOU LISTEN 252
Speaking Exercise 6 256
*Bicycle Parking on Campus* 256
*Bookstore Policy* 256
*Policy on Late Assignments* 257
SKILL 7 USE YOUR NOTES TO PLAN THE RESPONSE 257
Speaking Exercise 7 261
SKILL 8 USE YOUR PLAN TO MAKE THE RESPONSE 261
Speaking Exercise 8 265
Speaking Review Exercise (Skills 5–8) 265
*Fitness Rooms on Campus* 256
*SPEAKING QUESTION 4: ACADEMIC SETTING INTEGRATED READING, LISTENING, AND SPEAKING* 266
SKILL 9 NOTE THE MAIN POINTS AS YOU READ 267
Speaking Exercise 9 269
*Hotspots* 269
*Election Polling* 270
*Long-term Memory* 270
SKILL 10 NOTE THE MAIN POINTS AS YOU LISTEN 271
Speaking Exercise 10 274
*Hotspots* 274
*Election Polling* 275
*Long-term Memory* 275

SKILL 11 USE YOUR NOTES TO PLAN THE RESPONSE 276
Speaking Exercise 11 279
SKILL 12 USE YOUR PLAN TO MAKE THE RESPONSE 279
Speaking Exercise 12 283
Speaking Review Exercise (Skills 9–12) 283
*Transcendentalism* 283
SPEAKING QUESTIONS 5 AND 6: INTEGRATED QUESTIONS (LISTENING AND SPEAKING) 284
*SPEAKING QUESTION 5: CAMPUS-BASED INTEGRATED LISTENING AND SPEAKING* 284
SKILL 13 NOTE THE MAIN POINTS AS YOU LISTEN 285
Speaking Exercise 13 289
*A Computer Crash* 289
*Lecture Notes* 289
*Roommate Problem* 289
SKILL 14 USE YOUR NOTES TO PLAN THE RESPONSE 290
Speaking Exercise 14 293
SKILL 15 USE YOUR PLAN TO MAKE THE RESPONSE 294
Speaking Exercise 15 298
Speaking Review Exercise (Skills 13–15) 298
*Preparing for Exams* 298
*SPEAKING QUESTION 6: ACADEMIC INTEGRATED LISTENING AND SPEAKING* 299
SKILL 16 NOTE THE MAIN POINTS AS YOU LISTEN 299
Speaking Exercise 16 303
*Two Solutions To Reduce Pollution* 303
*Creative Problem Solving* 304
*Origins of Polynesians* 304
SKILL 17 USE YOUR NOTES TO PLAN THE RESPONSE 305
Speaking Exercise 17 308
SKILL 18 USE YOUR PLAN TO MAKE THE RESPONSE 309
Speaking Exercise 18 313
Speaking Review Exercise (Skills 16–18) 313
*Structure of Proteins* 313
SPEAKING POST-TEST 314
*Important Characteristics of a Neighborhood* 315
*Getting News* 315
*A Cafeteria Problem* 315
*Social Learning Environments* 316
*A Class Schedule Problem* 317
*Life Outside the Habitable Zone* 317
**SECTION FOUR: WRITING 319**
WRITING DIAGNOSTIC PRE-TEST 320
*Deforestation* 321
*A News Story* 322
WRITING OVERVIEW 323
WRITING SKILLS 326
*WRITING QUESTION 1: INTEGRATED TASK* 326
SKILL 1 NOTE THE MAIN POINTS AS YOU READ 326
Writing Exercise 1 328
*Homeschooling* 328
*Physical Education* 329
*Newspapers* 329

SKILL 2 NOTE THE MAIN POINTS AS YOU LISTEN 330
Writing Exercise 2 334
*Homeschooling* 334
*Physical Education* 334
*Newspapers* 335
SKILL 3 PLAN A POINT-BY-POINT RESPONSE USING YOUR NOTES 335
Writing Exercise 3 340
SKILL 4 WRITE A POINT-BY-POINT RESPONSE USING YOUR PLAN 340
Writing Exercise 4 343
SKILL 5 USE AN ALTERNATIVE METHOD TO WRITE YOUR RESPONSE 343
Writing Exercise 5 346
SKILL 6 WRITE A TOPIC STATEMENT AND CONCLUSION 346
*Topic Statement* 346
*Conclusion* 347
Writing Exercise 6 349
SKILL 7 REVIEW SENTENCE STRUCTURE 350
Writing Exercise 7 350
*Management Styles* 350
*Trade or Vocational Schools* 351
SKILL 8 REVIEW GRAMMAR 351
Writing Exercise 8 351
*American English Spelling* 351
*Aversive Conditioning* 352
Writing Review Exercise (Skills 1–8) 352
*Stonehenge* 352
***WRITING QUESTION 2: INDEPENDENT TASK*** 353
SKILL 9 DECODE THE ESSAY PROMPTS 353
Writing Exercise 9 355
*Relieving Stress* 355
*A Famous Place to Visit* 356
*Actions or Words* 356
*Yourself Today and Five Years Ago* 356
*Team or Individual Sports* 356
*Change Your School* 356
*Characteristics of a Good Teacher* 357
*Personal Development and Travel* 357
*Learning a New Language* 357
*The TOEFL iBT® Test* 357
SKILL 10 PLAN BEFORE YOU WRITE: OUTLINING 357
Writing Exercise 10 359
SKILL 11 WRITE UNIFIED SUPPORTING PARAGRAPHS 360
Writing Exercise 11 361
SKILL 12 CONNECT THE SUPPORTING PARAGRAPHS 362
Writing Exercise 12 364
SKILL 13 WRITE THE INTRODUCTION AND CONCLUSION 367
*Introduction* 367
*Conclusion* 368
Writing Exercise 13 369
SKILL 14 REVIEW SENTENCE STRUCTURE 370
Writing Exercise 14 371
*Team Sports* 371

SKILL 15 REVIEW GRAMMAR 371
Writing Exercise 15 372
*University and High School Studies* 372
Writing Review Exercise (Skills 9–15) 372
*Emotions* 372
WRITING POST-TEST 373
*Astrology* 374
*Safe or Sorry* 375
MINI-TESTS 377
MINI-TEST 1 377
Reading *The Lost Gold* 378
Listening *Science Lab* 381
*The "Little House" Books* 382
Speaking *Leader of the Country* 385
*History Films* 385
*Formation of Glaciers* 386
Writing *Brand Awareness* 388
MINI-TEST 2 389
Reading *Birth Order* 390
Listening *Confused Assignment* 394
*Cross-Dating* 395
Speaking *Full Night's Sleep or Naps* 397
*Leadership Roles* 397
*Housing* 398
Writing *Historical Event* 400
MINI-TEST 3 401
Reading *Ketchup* 402
Listening *Biology Class* 406
*Gem Cuts* 407
Speaking *Hometown* 410
*Finals Week* 410
*Grammar Rules* 411
Writing *Scientific Management* 413
MINI-TEST 4 414
Reading *Estuaries* 415
Listening *A Bad Grade* 419
*Mountains* 420
Speaking *Discovering New Places* 423
*Nullification* 423
*Internship* 424
Writing *Working for Others* 426
MINI-TEST 5 427
Reading *Schizophrenia* 428
Listening *Scholarship* 432
*Atolls* 433
Speaking *Hard Work or Luck* 436
*University Course Requirement* 436
*Zero-Sum Games* 437
Writing *Pros and Cons of Homeschooling* 439

**MINI-TEST 6** **441**

Reading — *Exxon Valdez* **442**
Listening — *Challenging a Professor's View* **446**
*Barn Owl Hearing* **447**
Speaking — *Characteristics of a Good Leader* **450**
*Formation of the Solar System* **450**
*A Problem Getting to Class* **451**
Writing — *Visitors to Your Country* **453**

**MINI-TEST 7** **454**

Reading — *Plate Tectonics* **455**
Listening — *Group Project* **459**
*The Trumpet* **460**
Speaking — *Studying English* **463**
*Parking* **463**
*NIMBY* **464**
Writing — *Economy and Shopping Centers* **466**

**MINI-TEST 8** **468**

Reading — *Limners* **468**
Listening — *Graduation Requirements* **472**
*Carbon* **473**
Speaking — *Big Party* **476**
*Freud and Dreams* **476**
*Healthy Living* **477**
Writing — *Violence in Movies* **479**

**COMPLETE TESTS** **481**

**COMPLETE TEST 1** **481**

Reading 1 — *Prehistoric Astronomers* **482**
Reading 2 — *Truman and the Railroads* **485**
Reading 3 — *Mathematical Bases* **488**
Listening — *Student Newspaper* **492**
*The Great Salt Lake* **493**
*Kleenex* **494**
*Exam Grade* **495**
*Hawaii* **496**
*Three-Mile Island* **498**
Speaking — *Most Important Quality* **500**
*Fiction or Nonfiction* **500**
*Spring Show* **500**
*Great Ape Communication* **501**
*Dreaded Science Class* **502**
*Mercantilism* **503**
Writing — *Performance Enhancing Drugs* **506**
*Family Traditions* **507**

**COMPLETE TEST 2** **509**

Reading 1 — *Seventeenth-Century Dutch Painting* **510**
Reading 2 — *The Neanderthals* **513**
Reading 3 — *The Silent Era* **516**
Listening — *Grade Report* **520**
*Washington, D.C.* **521**
*Parchment* **522**
*The Giant Squid* **523**
*Solution Caves* **524**
*The Compound Eye* **526**

Speaking
*Advice for Parents* **528**
*Buying Electronics* **528**
*Business Internships* **528**
*Need for Affiliation* **529**
*Pet Sitter* **530**
*Animals in Groups* **531**
Writing
*Marco Polo* **533**
*Athletes' Salaries* **534**

**APPENDIX: GRAMMAR AND STRUCTURE 535**

Cohesion **535**
Sentence Structure **543**
Error Correction (Grammar) **550**

**DIAGNOSIS, ASSESSMENT, AND SCORING 589**

Overall Scores **590**
Reading Diagnosis and Scoring **591**
Listening Diagnosis and Scoring **595**
Speaking Assessment and Scoring **599**
Writing Assessment and Scoring **609**

# INTRODUCTION

## ABOUT THIS COURSE

### PURPOSE OF THE COURSE

This course is intended to prepare students for the TOEFL iBT® test (Internet-Based Test). It is based on the most up-to-date information available on the TOEFL iBT® test. This third edition has been updated to feature test-length reading and listening passages, more at-level items, and the latest question types found on the TOEFL iBT® test.

*Longman Preparation Course for the TOEFL iBT® Test, 3E* can be used in a variety of ways, depending on the needs of the reader:

- It can be used as the *primary classroom text* in a course emphasizing preparation for the TOEFL iBT® test.
- It can be used as a *supplementary text* in a more general ESL/EFL course.
- Along with the free audio program on mp3 files, it can be used as a tool for *individualized study* by students preparing for the TOEFL iBT® test outside of the ESL/EFL classroom.

### WHAT IS IN THE BOOK

The book contains a variety of materials that together provide a comprehensive TOEFL test preparation course:

- **Diagnostic Pre-Tests** for each section of the TOEFL iBT® test (Reading, Listening, Speaking, Writing) measure students' level of performance and allow students to determine specific areas of weakness.
- **Language Skills** for each section of the test provide students with a thorough understanding of the language skills that are regularly tested on the TOEFL iBT® test.
- **Test-Taking Strategies** for each section of the test provide students with clearly defined steps to maximize their performance on the test.
- **Exercises** provide practice of one or more skills in a non-TOEFL test format.
- **TOEFL Exercises** provide practice of one or more skills in a TOEFL test format.
- **TOEFL Review Exercises** provide practice of all of the skills taught up to that point in a TOEFL test format.
- **TOEFL Post-Tests** for each section of the test measure the progress that students have made after working through the skills and strategies in the text.
- Eight **Mini-Tests** allow students to simulate the experience of taking actual tests using shorter versions (approximately 1.5 hours each) of the test.
- Two **Complete Tests** allow students to simulate the experience of taking actual tests using full-length versions (approximately 3.5 hours each) of the test.
- **Scoring Information** allows students to determine their approximate TOEFL test scores on the Diagnostic Pre-Tests, Post-Tests, Mini-Tests, and Complete Tests.

- **Skill-Assessment Checklists** and **Diagnostic Charts** allow students to monitor their progress in specific language skills on the Pre-Tests, Post-Tests, Mini-Tests, and Complete Tests so that they can determine which skills have been mastered and which skills require further study.
- **Grammar and Structure** practice exercises provide students with the necessary foundation and a reference for key grammar points.

### WHAT IS ON THE WEBSITE

#### COMPLETE AUDIO RECORDINGS NOW INCLUDED ON WEBSITE

NEW! The complete audio program to accompany this book is now included as mp3 files on the text's website at www.pearsonelt.com/TOEFLiBT. The website contains all of the recorded materials from the Listening, Writing, and Speaking sections as well as the Mini-Tests and Complete Tests.

#### AUDIO TRANSCRIPTS

All audio transcripts are now available to download or print from the website.

#### ANSWER KEY

The answer keys are available on the website only for those who have purchased the text with access to the answer keys.

### WHAT IS ON THE MyEnglishLab FOR THE TOEFL IBT® TEST

NEW! This text comes with access to the *MyEnglishLab for the TOEFL iBT® Test*, an online component designed to provide additional interactive practice for the test. A range of activities are provided to master the skills necessary to succeed on the TOEFL iBT® Test. Both skill-specific activities and authentic test-style questions are incorporated, providing maximum exposure to the specific question types students will encounter. Special features include tips for answering question types, correct and incorrect answer feedback, and video presentations covering the material students will encounter on the test. Timed and untimed practice tests and mini-tests allow for teacher assessment and self-study assessment.

#### OTHER AVAILABLE MATERIALS

Pearson publishes a full suite of materials for TOEFL iBT® test preparation. Materials are available for the TOEFL iBT® test at both intermediate and advanced levels. Please visit Pearson's website at www.pearson.com for a complete list of available TOEFL iBT® test products.

## ABOUT THE TOEFL IBT® TEST

### OVERVIEW OF THE TOEFL iBT® TEST

The TOEFL iBT® test is an exam to measure the English proficiency and academic skills of nonnative speakers of English. It is required primarily by English-language colleges and universities. Additionally, institutions such as government agencies, businesses, or scholarship programs may require this test.

### DESCRIPTION OF THE TOEFL iBT® TEST

The TOEFL iBT® test currently has the following four sections:

- The **Reading** section consists of three long passages and questions about the passages. The passages are on academic topics; they are the kind of material that might be found in an undergraduate university textbook. Students answer

questions about stated and unstated details, inferences, sentence restatements, sentence insertion, vocabulary, pronoun reference function, fact and negative fact, and overall organization of ideas.

- The **Listening** section consists of six long passages and questions about the passages. The passages consist of two campus conversations and four academic lectures or discussions. The questions ask the students to determine main ideas, details, function, stance, inferences, and overall organization.
- The **Speaking** section consists of six tasks, two independent tasks and four integrated tasks. In the two independent tasks, students must answer opinion questions about some aspect of academic life. In the two integrated reading, listening, and speaking tasks, students must read a passage, listen to a passage, and speak about how the ideas in the two passages are related. In the two integrated listening and speaking tasks, students must listen to long passages and then summarize and offer opinions on the information in the passages.
- The **Writing** section consists of two tasks, one integrated task and one independent task. In the integrated task, students must read an academic passage, listen to an academic passage, and write about how the ideas in the two passages are related. In the independent task, students must write a personal essay.

The format of a TOEFL iBT® test is outlined in the following chart:

| | iBT | APPROXIMATE TIME |
|---|---|---|
| READING | 3 passages and 36–42 questions | 60 minutes |
| LISTENING | 6 passages and 34 questions | 60 minutes |
| SPEAKING | 6 tasks and 6 questions | 20 minutes |
| WRITING | 2 tasks and 2 questions | 60 minutes |

It should be noted that at least one of the sections of the test will include extra, uncounted material. Educational Testing Service (ETS) includes extra material to try out material for future tests. If you are given a longer section, you must work hard on all of the materials because you do not know which material counts and which material is extra. (For example, if there are four reading passages instead of three, three of the passages will count and one of the passages will not count. It is possible that the uncounted passage could be any of the four passages.)

## HOW THE TEST IS SCORED

Students should keep the following information in mind about the scoring of the TOEFL iBT® test:

- The TOEFL iBT® test is scored on a scale of 0 to 120 points.
- Each of the four sections (Reading, Listening, Speaking, and Writing) receives a scaled score from 0 to 30. The scaled scores from the four sections are added together to determine the overall score.
- After students complete the Pre-Tests, Post-Tests, Mini-Tests, and Complete Tests in the book, it is possible for them to estimate their scaled scores. A description of how to determine the scaled scores of the various sections is included on pages 591–598.

# TO THE STUDENTS

## HOW TO PREPARE FOR THE TOEFL IBT® TEST

The TOEFL iBT® test is a standardized test of English and academic skills. To do well on this test, you should improve your knowledge of the language and academic skills and test-taking strategies covered on the test. This book can familiarize you with the English language skills, academic skills, and test taking strategies necessary for the TOEFL iBT® test, and it can also provide a considerable amount of test practice. A generous amount of additional practice can be found on MyEnglishLab for the TOEFL iBT® Test.

### HOW TO USE THIS BOOK

Following these steps can help you to get the most out of this book:

1. Take the Diagnostic Pre-Test at the beginning of each section. Try to reproduce the conditions and time pressure of a real TOEFL test. Take each section without interruption. Time yourself to experience the time pressure of an actual test. Play the audio one time only during the test. (Play it more times when you are reviewing.)

2. After you complete the Reading or Listening Diagnostic Pre-Test, diagnose your errors and record your results. Complete the Diagnosis and Scoring Charts on pages 591–598 to determine which language skills you have mastered and which need further study. Record your results on the Test Results charts on pages 595 and 598.

3. After you complete the Speaking or Writing Diagnostic Pre-Test, assess, score, and record your results. Complete the checklists on pages 599–604 to assess the skills used. Score your results using the Speaking Scoring Criteria on pages 605–606 or the Writing Scoring Criteria on pages 613–614. Record your scores on pages 608–609 and page 616.

4. Work through the presentations and exercises, paying particular attention to the skills that caused you problems in a Pre-Test. Each time that you complete a TOEFL-format exercise, try to simulate the conditions of a real test. For reading questions, allow yourself one-and-a-half minutes for one question. For listening questions, play the audio one time only during the exercise. Do not stop the audio between the questions. For speaking, allow yourself 15 to 20 seconds to prepare your response and 45 to 60 seconds to give it. For writing, allow yourself 20 minutes to write an integrated writing response and 30 minutes to write an independent writing response.

5. Complete the Appendix exercises for areas that you need to improve.

6. When you have completed all the skills exercises for a section, take a Post-Test. Follow the directions above to reproduce the conditions and time pressure of a real TOEFL test and to diagnose your answers and record your results.

7. Periodically schedule Mini-Tests and Complete Tests. As you take each one, follow the directions above to reproduce the conditions and time pressure of a real test and to score, diagnose, and record your results.

# TO THE STUDENTS

## HOW TO PREPARE FOR THE TOEFL IBT® TEST

The TOEFL iBT® test is a standardized test of English and academic skills. To do well on this test, you should improve your knowledge of the language and academic skills and test-taking strategies covered on the test. This book can familiarize you with the English language skills, academic skills, and test taking strategies necessary for the TOEFL iBT® test, and it can also provide a considerable amount of test practice. A generous amount of additional practice can be found on MyEnglishLab for the TOEFL iBT® Test.

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7. Periodically schedule Mini-Tests and Complete Tests. As you take each one, follow the directions above to reproduce the conditions and time pressure of a real test and to score, diagnose, and record your results.

# TO THE TEACHER

## HOW TO GET THE MOST OUT OF THE SKILLS EXERCISES IN THE BOOK

The skills exercises are a vital part of the TOEFL iBT® test preparation process presented in this book. Maximum benefit can be obtained from the exercises if the students are properly prepared for the exercises and if the exercises are carefully reviewed after completion. Here are some suggestions:

- Be sure that the students have a clear idea of the appropriate skills and strategies involved in each exercise. Before beginning each exercise, review the skills and strategies that are used in that exercise. Then, when you review the exercises, reinforce the skills and strategies that can be used to determine the correct answers.
- As you review the exercises, be sure to discuss each answer, the incorrect answers as well as the correct answers. Discuss how students can determine that each correct answer is correct and each incorrect answer is incorrect.
- In this new edition, all of the exercises are designed to be as challenging as the actual test. It is important to keep students under time pressure while they are working on the exercises. An equal amount of time should be spent in reviewing the exercises once they have been completed.

## HOW TO GET THE MOST OUT OF THE TESTS IN THE BOOK

There are four different types of tests in this book: Diagnostic Pre-Tests, Post-Tests, Mini-Tests, and Complete Tests. When the tests are given, it is important that the test conditions be as similar to actual TOEFL iBT® test conditions as possible; each section of the test should be given without interruption and under the time pressure of the actual test. Giving the speaking tests in the book presents a unique problem because the students need to respond individually during the tests. Various ways of giving speaking tests are possible; you will need to determine the best way to give the speaking tests for your situation. Here are some suggestions:

- You can have the students come in individually and respond to the questions as the teacher listens to the responses and evaluates them.
- You can have a room set up where students come in individually to take a speaking test and record their responses on a computer or audio recording device. Then either the teacher or the student will need to evaluate the responses.
- You can have a room set up where students come in in groups of four to take a speaking test and record the responses on four computers or audio recording devices, one in each corner of the room. Then either the teacher or the students will need to evaluate the responses.
- You can have the students sit down in an audio lab or computer lab where they can record their responses on the system. Then either the teacher or the students will need to evaluate the responses.

Review of the tests should emphasize the function served by each of these different types of tests:

- While reviewing the Diagnostic Pre-Tests, you should encourage students to determine the areas where they require further practice.
- While reviewing the Post-Tests, you should emphasize the language skills and strategies involved in determining the correct answer to each question.

- While reviewing the Mini-Tests, you should review the language skills and test-taking strategies that are applicable to the tests.
- While reviewing the Complete Tests, you should emphasize the overall strategies for the Complete Tests and review the variety of individual language skills and strategies taught throughout the course.

## HOW MUCH TIME TO SPEND ON THE MATERIAL

You may have questions about how much time it takes to complete the materials in this course. The numbers in the following chart indicate approximately how many hours it takes to complete the material:

| | BOOK SKILLS | HOURS |
|---|---|---|
| READING SKILLS | Pre-Test | 2 |
| | Skills 1–2 | 8 |
| | Skills 3–4 | 8 |
| | Skills 5–6 | 8 |
| | Skills 7–8 | 8 |
| | Skills 9–10 | 8 |
| | Post-Test | 2 |
| LISTENING SKILLS | Pre-Test | 1 |
| | Skills 1–2 | 6 |
| | Skills 3–4 | 6 |
| | Skills 5–6 | 6 |
| | Post-Test | 1 |
| SPEAKING SKILLS | Pre-Test | 2 |
| | Skills 1–4 | 5 |
| | Skills 5–8 | 5 |
| | Skills 9–12 | 5 |
| | Skills 13–15 | 4 |
| | Skills 16–18 | 4 |
| | Post-Test | 2 |
| WRITING SKILLS | Pre-Test | 2 |
| | Skills 1–8 | 12 |
| | Skills 9–15 | 12 |
| | Post-Test | 2 |
| MINI-TEST 1 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 2 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 3 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 4 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 5 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 6 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 7 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 8 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| COMPLETE TEST 1 | Reading | 2 |
| | Listening | 2 |
| | Speaking | 2 |
| | Writing | 2 |
| COMPLETE TEST 2 | Reading | 2 |
| | Listening | 2 |
| | Speaking | 2 |
| | Writing | 2 |
| APPENDIX | | 33 |
| | | **200 hours** |

## HOW TO DIVIDE THE MATERIAL

You may need to divide the materials in this course so that they can be used over a number of sessions. The following is one suggested way to divide the materials into two sessions:

| SESSION 1 | BOOK | HOURS |
|---|---|---|
| READING SKILLS | Pre-Test<br>Skills 1–2<br>Skills 3–4<br>Skills 5–6 | 2<br>8<br>8<br>8 |
| LISTENING SKILLS | **Pre-Test**<br>**Skills 1–2**<br>**Skills 3–4** | **1**<br>**6**<br>**6** |
| SPEAKING SKILLS | Pre-Test<br>Skills 1–4<br>Skills 5–8 | 2<br>5<br>5 |
| WRITING SKILLS | **Pre-Test**<br>**Skills 1–8** | **2**<br>**12** |
| MINI-TEST 1 | Reading<br>Listening<br>Speaking<br>Writing | 1<br>1<br>1<br>1 |
| MINI-TEST 2 | **Reading**<br>**Listening**<br>**Speaking**<br>**Writing** | **1**<br>**1**<br>**1**<br>**1** |
| MINI-TEST 3 | Reading<br>Listening<br>Speaking<br>Writing | 1<br>1<br>1<br>1 |
| MINI-TEST 4 | **Reading**<br>**Listening**<br>**Speaking**<br>**Writing** | **1**<br>**1**<br>**1**<br>**1** |
| COMPLETE TEST 1 | Reading<br>Listening<br>Speaking<br>Writing | 2<br>2<br>2<br>2 |
| APPENDIX | | 12 |
| | | **101 hours** |

| SESSION 2 | BOOK | HOURS |
|---|---|---|
| READING SKILLS | Skills 7–8<br>Skills 9–10<br>Post-Test | 8<br>8<br>2 |
| LISTENING SKILLS | **Skills 5–6**<br>**Post-Test** | **6**<br>**1** |
| SPEAKING SKILLS | Skills 9–12<br>Skills 13–15<br>Skills 16–18<br>Post-Test | 5<br>4<br>4<br>2 |
| WRITING SKILLS | **Skills 9–15**<br>**Post-Test** | **12**<br>**2** |
| MINI-TEST 5 | Reading<br>Listening<br>Speaking<br>Writing | 1<br>1<br>1<br>1 |
| MINI-TEST 6 | **Reading**<br>**Listening**<br>**Speaking**<br>**Writing** | **1**<br>**1**<br>**1**<br>**1** |
| MINI-TEST 7 | Reading<br>Listening<br>Speaking<br>Writing | 1<br>1<br>1<br>1 |
| MINI-TEST 8 | **Reading**<br>**Listening**<br>**Speaking**<br>**Writing** | **1**<br>**1**<br>**1**<br>**1** |
| COMPLETE TEST 2 | Reading<br>Listening<br>Speaking<br>Writing | 2<br>2<br>2<br>2 |
| APPENDIX | | 21 |
| | | **99 hours** |

The following is a suggested way to divide the materials into three sessions:

| SESSION 1 | BOOK | HOURS |
|---|---|---|
| READING SKILLS | Pre-Test<br>Skills 1–2<br>Skills 3–4 | 2<br>8<br>8 |
| LISTENING SKILLS | **Pre-Test**<br>**Skills 1–2** | 1<br>6 |
| SPEAKING SKILLS | Pre-Test<br>Skills 1–4 | 2<br>5 |
| MINI-TEST 1 | **Reading**<br>**Listening**<br>**Speaking**<br>**Writing** | 1<br>1<br>1<br>1 |
| MINI-TEST 2 | Reading<br>Listening<br>Speaking<br>Writing | 1<br>1<br>1<br>1 |
| MINI-TEST 3 | **Reading**<br>**Listening**<br>**Speaking**<br>**Writing** | 1<br>1<br>1<br>1 |
| APPENDIX | | 21 |
| | | **65 hours** |

| SESSION 2 | BOOK | HOURS |
|---|---|---|
| READING SKILLS | Skills 5–6<br>Skills 7–8 | 8<br>8 |
| LISTENING SKILLS | **Skills 3–4** | 6 |
| SPEAKING SKILLS | Skills 5–8<br>Skills 9–12 | 5<br>5 |
| WRITING SKILLS | **Pre-Test**<br>**Skills 1–8** | 2<br>12 |
| MINI-TEST 4 | Reading<br>Listening<br>Speaking<br>Writing | 1<br>1<br>1<br>1 |
| MINI-TEST 5 | **Reading**<br>**Listening**<br>**Speaking**<br>**Writing** | 1<br>1<br>1<br>1 |
| COMPLETE TEST 1 | Reading<br>Listening<br>Speaking<br>Writing | 2<br>2<br>2<br>2 |
| APPENDIX | | 6 |
| | | **68 hours** |

| SESSION 3 | BOOK | HOURS |
|---|---|---|
| READING SKILLS | Skills 9–10<br>Post-Test | 8<br>2 |
| LISTENING SKILLS | **Skills 5–6**<br>**Post-Test** | 6<br>1 |
| SPEAKING SKILLS | Skills 13–15<br>Skills 16–18<br>Post-Test | 4<br>4<br>2 |
| WRITING SKILLS | **Skills 9–15**<br>**Post-Test** | 12<br>2 |
| MINI-TEST 6 | Reading<br>Listening<br>Speaking<br>Writing | 1<br>1<br>1<br>1 |
| MINI-TEST 7 | **Reading**<br>**Listening**<br>**Speaking**<br>**Writing** | 1<br>1<br>1<br>1 |
| MINI-TEST 8 | Reading<br>Listening<br>Speaking<br>Writing | 1<br>1<br>1<br>1 |
| COMPLETE TEST 2 | **Reading**<br>**Listening**<br>**Speaking**<br>**Writing** | 2<br>2<br>2<br>2 |
| APPENDIX | | 6 |
| | | **67 hours** |

# NOTE TAKING

Note taking is critical to success on the TOEFL iBT® test. Take notes on all the passages in the Listening section, and on both the reading and listening passages for the integrated tasks in the Speaking and Writing sections. Even if you understand these passages clearly as you are reading and listening, your notes will help you remember the information and use it later to answer questions, record spoken responses, and write effective responses and essays.

Although everyone develops their own style of note taking, there are some practical strategies that can be applied to tasks. One method is to take notes using a "T-chart." A T-chart is a graphic organizer that helps you organize information for your notes. You draw a chart with two columns and label the columns based on what information you need.

Look at the sample material that follows. First read the sample passages and transcripts, and then study how the example T-charts were created based on the sample passages.

## LISTENING

For the Listening tasks, there are various ways to organize your notes, such as by labeling the columns of a T-chart for cause and effect or for problems and solutions, by using the two columns for comparing and contrasting two different topics, or for listing advantages and disadvantages of the same topic or situation. You can also use a basic outline to organize listening notes into topic, main points, and supporting ideas. It is important that note taking on the Listening portion of the test be brief, and that your focus remains on listening to the passage.

TIP: Don't try to write down everything from the listening passage and the reading passage word for word.

### Listening Sample Excerpt

(narrator) Listen to part of a lecture in an astronomy class.

(professor) Well, certainly in popular culture—science fiction movies, fictional stories, even people who claim to have been kidnapped by aliens—the possibility of life on the red planet has been explored and confirmation is presumed to be within our grasp. But, no matter what we might imagine or believe, the fact remains that there has never been any verifiable proof of life on Mars. Now . . . scientific investigations have been ongoing for decades, including telescopic observations in the late 1800s by Percival Lowell, and the orbiting *Mariner* spacecrafts of the 1960s and 1970s. But only in the twenty-first century—I know as a young student, this would have been beyond my wildest dreams—umm . . . NASA and the Mars Science Laboratory, or MSL, have been able to collect geochemical samples directly from the surface of Mars. And what have they found? No, not little gray or green beings, however, they did find some of the elements necessary to support life . . .

### Notes

| Aliens ? = pop culture belv life on Mars | |
|---|---|
| Investigatns | Findngs |
| —Telescop obs 1800s Perc Lowell | —X verifybl proof |
| —Mariners crft 1960s-70s | —X little gray/ grn being |
| —21st cent- nasa collct geochems fr surfc mars | —Rovers missns discvr chems & mins nec 4 life |

### Abbreviations and Symbols

Abbreviations (shortened words) and symbols are used so that you can the reduce time and the amount you write in the notes.
Abbreviate by following these guidelines:
Delete the ending of a word or use only the first syllable (topic = top; listening = list)
Delete vowels from a word if it doesn't lead to confusion (discover = dscvr; child = chld)
Use acronyms (initials, letters) for names or common terms (Theodore Roosevelt = TR; homework= HW; main points = MPs)

# SPEAKING

For the **integrated Speaking tasks,** a T-chart should be organized so that one side lists the topic and main points of the Listening lecture and the other side lists the topic and three main points of the Reading passage.

## Speaking Sample Excerpt from Reading Passage

*A notice from the office of the university president*

Effective Monday, November 11th, no pets will be allowed on the university campus. This applies to all university professors, administrators, students, and visitors alike. This policy is being put in place for the comfort and safety of everyone on campus and because buildings on campus are not built to accommodate pets. The only exception to this rule is the use of animals such as seeing-eye dogs that are trained for use in assisting persons with disabilities. Any other pets, no matter how large or small, are unequivocally not allowed. Anyone who fails to follow this policy will face immediate action by the university.

## Speaking Sample Excerpt from Listening Passage

| | |
|---|---|
| (narrator) | Now listen to two students as they discuss the notice. |
| (man) | What's the deal with the new policy on pets? |
| (woman) | Oh, you saw that? I guess one of the professors has a pet snake that got loose and ended up in the president's office. I heard the president kind of freaked out. |
| (man) | What? Just because of one incident? It's not fair for the president to penalize everyone just because one professor was careless. |
| (woman) | Yeah, it's a pretty harsh reaction. |
| (man) | I think it's too strict. You know, a lot of local people, not students, who live off campus use the paths on the campus to walk their dogs. It's not a safety issue because they control their dogs. If the university makes them stop, it'll cut down the interaction between people on campus and off. |
| (woman) | I guess I do see a lot of people walking their dogs, and they are pretty considerate about it. |
| (man) | Exactly. I've talked with a few of them and they've actually been really interesting people. It sort of helps the university be part of the neighborhood. |
| (woman) | It does seem kind of pointless to drive them away from the campus. |
| (man) | I'll bet the president hasn't really thought this through. |

## Notes

| Reading Passage | Listening Passage |
|---|---|
| Top: X pets on campus!<br>MPs:<br>—4 comf/safe, bldg X accom<br>—excp disabil<br>—X follow = immed act by univ | Op (opinion):<br>M— X like policy X pets<br>W— reas = prof's snake in pres off<br>R4 (reasons for opinion):<br>M: — X fair, pres punish all, ++strict<br>— people off camp walk dogs, control, safe<br>— ↓ interact btw camp & neigh |

| | | | | | |
|---|---|---|---|---|---|
| **&, +** | and; also | **b/f or b/4** | before | * | important |
| **++** | more | **aft** | after | **M** | man/men |
| **w/** | with | **@** | at | **W** | woman/women |
| **w/o** | without | → | leads to; causes | **4** | for |
| **=** | equals, is, means, is same as | ← | comes from; result of | **2** | to |
| **≠** | unequal to, is not the same as | ↓ | decrease | **ppl** | people |
| **X** | no, not | ↑ | increase | **/** | per |
| **b/c** | because | **$** | dollars | **" "** | ditto; repeated information |
| **>** | greater than, bigger than, more than | **ex., e.g.** | example | **re** | regarding; about |
| **<** | fewer than, smaller than, less than | **K** | thousand | **ft** | feet |
| **1st, 2nd, 3rd** | first, second, third | **%** | percent | **yr** | year |

## WRITING

For the integrated Writing tasks, a T-chart should be organized so that one side lists the topic and main points of the Reading passage and the other side lists the topic and main points of the Listening lecture.

### Writing Sample Excerpt from Reading Passage

In most democracies, decisions on parenting are left to the parents. However, due to serious issues such as child abuse, neglect, and an increase in crimes committed by youth, several countries are considering implementing mandatory parenting classes for all prospective parents. Proponents believe mandatory parenting classes will provide essential information about childcare to uninformed parents, leading to a reduction in child abuse and neglect cases. In addition, supporters believe that raising the standard of parenting ensures that the future generation is not burdened with anti-social behaviors, thus reducing the costs of existing child support systems that respond to crises. Finally, it is thought that since the classes would provide current and standardized information from a variety of professionals, the quality of parenting will increase.

### Writing Sample Excerpt from Listening Passage

(professor) I'd like to point out that the idea of mandatory parenting classes is not without controversy. Opponents point out that there is no data linking the implementation of parenting education to a decline in child abuse or neglect. Before governments institute such a policy, there should be broad-scale studies with verifiable proof of its ability to significantly reduce violence towards and neglect of children. Critics also feel that potential cost reduction is not a valid reason for the intrusion of the government into the role of parenting. This leads us to the final reason why mandatory parenting is being contested. Standardized practices disregard the unique beliefs and customs of the individual family.

### Notes

| Reading Notes | Listening Notes |
|---|---|
| Top: Parenting class shld be mandatory 4 all prspctv prnts<br><br>MPs:<br><br>—provide essntl info abt child care to prvnt abuse & neglct<br><br>—↑ standrd of parenting = future gen X burdnd w/ anti-social behvr → < cost of child spprt systms<br><br>—classes = stndrdzd info frm ++ profsnls, → qulty prntng | Top: Parenting class shld X be mandatory 4 prspctv prnts<br><br>MPs:<br><br>—X data links ↓ parental abuse + neglect w/ prnt ed<br><br>—Prnts know best, X ok 4 gov 2 intrfr w/ role of prnt<br><br>—Stndrdzd practs X = unique blfs & cstms of fam, X 2 child need same prning |

| | | | | | |
|---|---|---|---|---|---|
| **&, +** | and; also | **b/f or b/4** | before | * | important |
| **++** | more | **aft** | after | **M** | man/men |
| **w/** | with | **@** | at | **W** | woman/women |
| **w/o** | without | **→** | leads to; causes | **4** | for |
| **=** | equals, is, means, is same as | **←** | comes from; result of | **2** | to |
| **≠** | unequal to, is not the same as | **↓** | decrease | **ppl** | people |
| **X** | no, not | **↑** | increase | **/** | per |
| **b/c** | because | **$** | dollars | **" "** | ditto; repeated information |
| **>** | greater than, bigger than, more than | **ex., e.g.** | example | **re** | regarding; about |
| **<** | fewer than, smaller than, less than | **K** | thousand | **ft** | feet |
| **1st, 2nd, 3rd** | first, second, third | **%** | percent | **yr** | year |

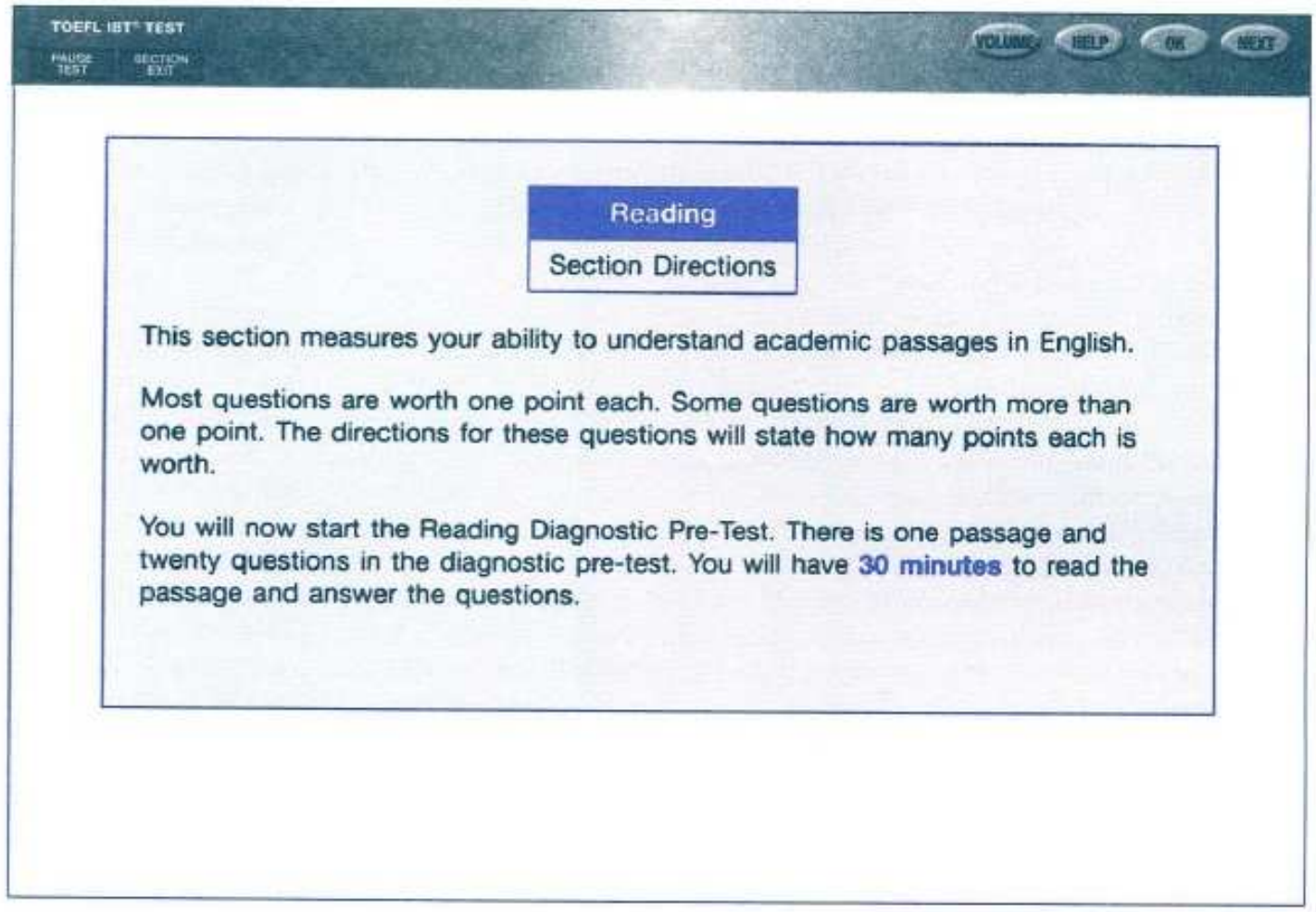
## NOTE TAKING STRATEGIES

1. **Be brief.**
2. **Use symbols and abbreviations.** Create your own abbreviation list or add to the list below.
3. **Write key words and phrases.** Content words are those that hold meaning. Avoid writing function words. Function words are words that don't hold meaning, such as articles, prepositions, forms of the verb *be (am, is, are, was, were)*, and auxiliary verbs *(be, have, do)*.
4. **Draw arrows or connecting lines between related ideas if they will remain clear to you.**
5. **After noting the main ideas, indent details, supporting ideas, or examples.**
6. **Leave space between topics or ideas in case you want to fill in information later.**
7. **Write down important names and dates.**
8. **Write clearly.**
9. **Use a T-chart or another type of graphic organizer.**
10. **Paraphrase.** For example, this sentence *"Even though the first few years of life are a time when learning is at its highest and tremendous amounts of information are processed, people seem to remember basically nothing from this period."* can be paraphrased, *"Memories from infancy and the toddler years are almost non-existent in adults, despite the fact that these were periods of intense learning."*

| | | | | | |
|---|---|---|---|---|---|
| **&, +** | and; also | **b/f or b/4** | before | * | important |
| **++** | more | **aft** | after | **M** | man/men |
| **w/** | with | **@** | at | **W** | woman/women |
| **w/o** | without | **→** | leads to; causes | **4** | for |
| **=** | equals, is, means, is same as | **←** | comes from; result of | **2** | to |
| **≠** | unequal to, is not the same as | **↓** | decrease | **ppl** | people |
| **X** | no, not | **↑** | increase | **/** | per |
| **b/c** | because | **$** | dollars | **" "** | ditto; repeated information |
| **>** | greater than, bigger than, more than | **ex., e.g.** | example | **re** | regarding; about |
| **<** | fewer than, smaller than, less than | **K** | thousand | **ft** | feet |
| **1st, 2nd, 3rd** | first, second, third | **%** | percent | **yr** | year |

# READING DIAGNOSTIC PRE-TEST

30 minutes


TOEFL iBT® TEST
PAUSE TEST
SECTION EXIT
VOLUME
HELP
OK
NEXT
Reading
Section Directions
This section measures your ability to understand academic passages in English.
Most questions are worth one point each. Some questions are worth more than one point. The directions for these questions will state how many points each is worth.
You will now start the Reading Diagnostic Pre-Test. There is one passage and twenty questions in the diagnostic pre-test. You will have 30 minutes to read the passage and answer the questions.

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**Read the passage and answer the questions that follow.**

*Paragraph*

## Aggression

1▶ Aggressive behavior is any behavior that is intended to cause injury, pain, suffering, damage, or destruction. While aggressive behavior is often thought of as purely physical, verbal attacks such as screaming and shouting or **belittling and humiliating comments** aimed at causing harm and suffering can also be a type of aggression. What is key to the definition of aggression is that whenever physical or verbal harm is inflicted, it is **intentional**.

2▶ Aggression was likely an early survival mechanism for humans, much in the same way it was for animals. Despite this, it is generally thought that aggressive behavior was not named as such before the seventeenth century, when the term was used to refer to an unprovoked physical attack. The term expanded beyond the description of purely physical aggression to include a psychological dimension in the early twentieth century, as psychiatrists put more emphasis on aggressive behavior and its potential motives.

3▶ Questions about the causes of aggression have long been of concern to both social and biological scientists. **Theories about the causes of aggression cover a broad spectrum, ranging from those with biological or instinctive emphases to those that portray aggression as a learned behavior.**

4▶ Numerous theories are based on the idea that aggression is an inherent and natural human instinct. 9A Aggression has been explained as an instinct that is directed externally toward others in a process called **displacement**, and it has been noted that aggressive impulses that are not channeled toward a specific person or group may be expressed indirectly through socially acceptable activities such as sports and competition in a process called **catharsis**. 9B Biological, or instinctive, theories of aggression have also been put forth by **ethologists**, who study the behavior of animals in their natural environments. 9C A number of ethologists have, based upon their observations of animals, supported the view that aggression is an innate instinct common to humans. 9D

5▶ Two different **schools of thought** exist among those who view aggression as instinct. One group holds the view that aggression can build up spontaneously, with or without outside provocation, and violent behavior will thus result, perhaps as a result of little or no provocation. Another suggests that aggression is indeed an instinctive response but that, rather than occurring spontaneously and without provocation, it is a direct response to provocation from an outside source.

6▶ **In contrast to instinct theories**, social learning theories view aggression as a learned behavior. This approach focuses on the effect that role models and reinforcement of behavior have on the acquisition of aggressive behavior. **Research has shown that aggressive behavior can be learned through a combination of modeling and positive reinforcement of the aggressive behavior and that children are influenced by the combined forces of observing aggressive behavior in parents, peers, or fictional role models and of noting either positive reinforcement for the aggressive behavior or, minimally, a lack of negative reinforcement for the behavior.** While research has provided evidence that the behavior of a live model is more influential than **that** of a fictional model, fictional models such as those seen in movies and on television, do still have an impact on behavior. 19A On-screen deaths or acts of violent behavior in certain television programs or movies can be counted in the tens, or hundreds, or even thousands; while some have argued that this sort of fictional violence does not **in and of itself** cause violence and may even have a beneficial cathartic[1] effect, studies have shown correlations between viewing of violence and incidences of aggressive behavior in both childhood and adolescence. 19B Studies have also shown that it is not just the modeling of aggressive behavior in either its real-life or fictional form that correlates with increased acts of violence in youths; a **critical** factor in increasing aggressive behaviors is the reinforcement of the behavior. 19C If the aggressive role model is rewarded rather than punished for violent behavior, that behavior is more likely to be seen as positive and is thus more likely to be imitated. 19D

### GLOSSARY

1. *cathartic*—providing emotional release; therapeutic

1. Which of the following is NOT defined as aggressive behavior?
   - (A) inflicting pain accidentally
   - (B) making insulting remarks
   - (C) destroying property
   - (D) trying unsuccessfully to injure someone

2. The author mentions **"belittling and humiliating comments"** in paragraph 1 in order to
   - (A) demonstrate how serious the problem of aggression is
   - (B) clarify the difference between intentional and unintentional aggression
   - (C) provide examples of verbal aggression
   - (D) illustrate the nature of physical aggression

3. The word **"intentional"** in paragraph 1 is closest in meaning to
   - (A) deliberate
   - (B) estimated
   - (C) forbidden
   - (D) intermittent

4. According to paragraph 2, which of the following is true about aggression?
   - (A) Aggression was not a typical behavior for humans before the seventeenth century.
   - (B) There was probably no specific term to describe aggressive behavior until the seventeenth century.
   - (C) Animals were much more likely to display aggressive behavior than humans, at least until recently.
   - (D) The psychological definition of aggression has been around as long as the physical one has.

5. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 3? *Incorrect* choices change the meaning in important ways or leave out essential information.
   - (A) Biological theories of aggression emphasize its instinctive nature.
   - (B) Theories that consider aggression biological are more accepted than those that consider it learned.
   - (C) Various theories about aggression attribute it to either natural or learned causes.
   - (D) Various theories try to compare the idea that aggression is biological with the idea that it is learned.

6. According to paragraph 4, **"displacement"** is
   - (A) internally directed aggression
   - (B) a modeled type of aggression
   - (C) aggression that is unintentional
   - (D) aggression that is directed outward

7. It can be inferred from paragraph 4 that **"catharsis"**
   - (A) is a positive process
   - (B) involves channeling aggression internally
   - (C) is studied by ethologists
   - (D) should be negatively reinforced

8. An **ethologist** would be most likely to study
   - (A) learned catharsis in a certain species of monkey
   - (B) the evolution of a certain type of fish
   - (C) the bone structure of a certain type of dinosaur
   - (D) how a certain male lion fights other male lions

9. Look at the four squares [■] that indicate where the following sentence could be added to paragraph 4.

   **One may, for example, release aggression by joining a football team or a debate team or even a cooking competition.**

   Where would the sentence best fit? Click on a square [■] to add the sentence to the passage.

10. The phrase **"schools of thought"** in paragraph 5 is closest in meaning to
    - (A) institutions of higher learning
    - (B) lessons to improve behavior
    - (C) methods of instruction
    - (D) sets of shared beliefs

11. It is NOT mentioned in paragraph 5 that some believe that instinctive aggression may occur
    - (A) without being provoked
    - (B) in order to cause provocation
    - (C) in response to minor provocation
    - (D) in response to clear provocation

12. The word **"it"** in paragraph 5 refers to
    - (A) aggression
    - (B) an instinctive response
    - (C) provocation
    - (D) a direct response

13. The author begins paragraph 6 with the expression **"In contrast to instinct theories"** in order to
    - (A) introduce the instinct theories that will be presented in paragraph 6
    - (B) indicate that paragraph 6 will present two contrasting theories
    - (C) contrast instinctive theories of aggression with biological theories of aggression
    - (D) provide a transition to the idea that will be presented in paragraph 6

14. It is NOT mentioned in paragraph 6 that aggression can be learned by observing
    - (A) others of the same age
    - (B) violent programs on TV
    - (C) one's mother or father
    - (D) professional football games

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15. The word **"that"** in paragraph 6 refers to

Ⓐ research
Ⓑ evidence
Ⓒ the behavior
Ⓓ a live model

16. What is stated in paragraph 6 about the modeling of aggressive behavior?

Ⓐ Fictional models are as likely to cause aggressive behavior as are live models.
Ⓑ Little correlation has been found between viewing of aggressive behavior on television and acting aggressively.
Ⓒ Aggression in works of fiction may cause aggressive behavior.
Ⓓ Aggression in society has an effect on the type of violence in movies and on television.

17. The phrase **"in and of itself"** in paragraph 6 is closest in meaning to

Ⓐ internally
Ⓑ single-handedly
Ⓒ genuinely
Ⓓ semi-privately

18. The word **"critical"** in paragraph 6 could best be replaced by

Ⓐ negative
Ⓑ considerate
Ⓒ crucial
Ⓓ studied

19. Look at the four squares [■] that indicate where the following sentence could be added to paragraph 6.

**Thus, it is more common for a youth to imitate aggressors who have been rewarded than those who have been punished.**

Where would the sentence best fit? Click on a square [■] to add the sentence to the passage.

20. The word "imitated" in paragraph 6 is closest in meaning to

Ⓐ repeated
Ⓑ copied
Ⓒ exhibited
Ⓓ initiated

21. Which situation would most likely result in increased aggressive behavior in children?

Ⓐ witnessing TV shows in which the aggressor gets away without being punished
Ⓑ watching two friends compete in a wrestling match
Ⓒ viewing a verbal argument between parents
Ⓓ viewing TV shows in which the hero defeats the agressor

READING

22.

| **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points (2 points for 3 correct answers, 1 point for 2 correct answers, and 0 points for 1 or 0 correct answers). |
|---|
| **Aggression, which causes harm to those affected by it, has been accounted for by numerous theories.** |
| • |
| • |
| • |

**Answer Choices** (choose 3 to complete the chart):

(1) Various theories indicate that learned aggression occurs as a result of observation of this type of behavior and reward for it.
(2) Various theories indicate aggression is neither instinctive nor learned.
(3) Various theories indicate that instinctively caused aggression is always cathartic.
(4) Various theories indicate that instinctively caused aggression may occur with or without provocation.
(5) Various theories indicate that aggression may be instinctive or learned.
(6) Various theories indicate that learned aggression results from displacement of anger.

Turn to pages 591–595 to diagnose your errors and *record* your results.

# READING OVERVIEW

The first section on the TOEFL iBT® test is the Reading section. This section consists of three passages*, and each passage is followed by 12–14 questions. Most of the questions accompanying a passage are worth one point each. However, the last question in each set has multiple answers, and is worth 2–4 points, depending on its length. Test takers are given a total of 60 minutes to complete the whole Reading section. While it is advisable to allow approximately 20 minutes to answer the questions for each passage, test takers are not given the passages in separately timed, 20-minute blocks. In other words, for a three-passage Reading section, the test taker is given 60 minutes at the beginning of the section. It is the test taker's responsibility to monitor the time and use it to answer the questions accordingly.

- The **passages** are lengthy readings (approximately 700 words each) on academic topics.
- The **questions** cover the following areas: fact and negative fact, vocabulary; pronoun reference; sentence restatement; where sentences can be inserted into the passage; stated and unstated details; inferences; rhetorical purpose; and overall organization of ideas.

| Reading Section | Approximate Passage Length | Number of Questions |
|---|---|---|
| Passage 1 | 700 words | 12–14 questions |
| Passage 2 | 700 words | 12–14 questions |
| Passage 3 | 700 words | 12–14 questions |

*Some tests have four reading passages instead of three. 80 minutes is given for the test taker to complete a four-passage Reading section.

The following strategies can help you in the Reading section.

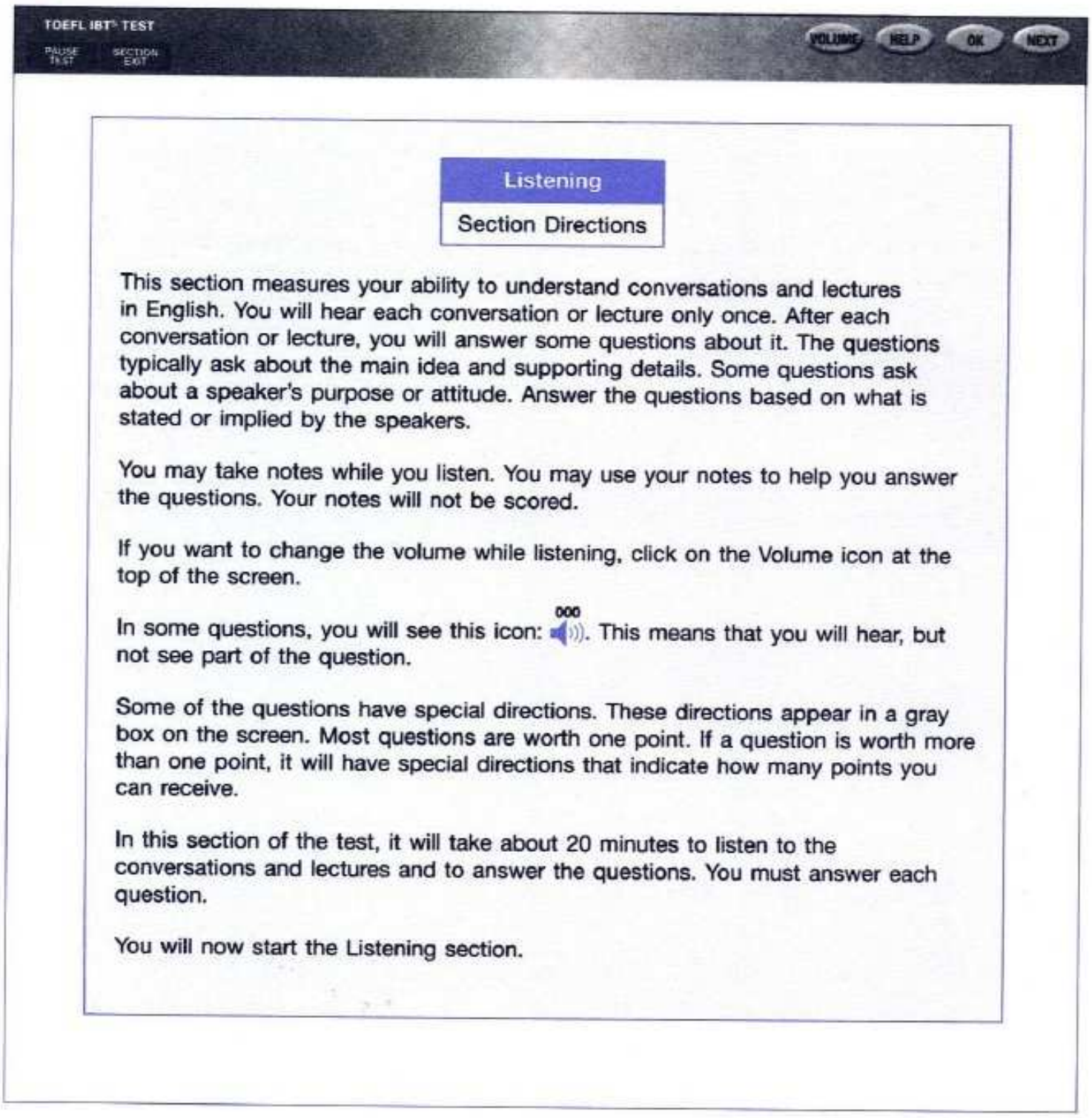
## STRATEGIES FOR READING

1. **Be familiar with the directions.** You can look at a sample test on the ETS website by using this link: http://www.ets.org/toefl to see the directions. The directions on every test are the same, so it is not necessary to spend time reading them when you take the test. Dismiss the directions as soon as they come up. Click on Continue as soon as it appears and use your time on the passages and questions.
2. **Do not worry if a reading passage is on a topic that is not familiar to you.** All of the information that you need to answer the questions is included in the passages. You do not need any special background knowledge to answer the questions.
3. **Scroll to the end of the passage to see the questions.** Use the scrollbar on the right side of the box containing the passage. Once you get to the end of the passage, click on Next in the top right-hand corner of the screen. The first question should appear. You can move back and forth among questions for each reading passage by clicking on Next and Back in the top right-hand corner. If you skip a question, write the number down so you remember to return to it later.
4. **Do not spend too much time reading the passages.** You may not have time to read each passage in depth, and it is quite possible to answer some of the questions correctly without first reading the passages in detail.

5. **Skim each passage and its questions to determine the main idea and overall organization of ideas in the passage.** You do not need to understand every detail in each passage to answer the questions correctly. Skimming the questions will help you understand what information you need to look for. Most of the questions are asked in the order that information appears in the passage, except for the final chart or table question. In addition, many of the questions indicate where you need to look for information in the passage by using highlighted words/phrases or arrows pointing to a particular section. Using these location hints in the passage and questions can save you time when reading for information.
6. **Look at each question to determine what type of question it is.** The type of question tells you how to proceed to answer the question. Refer to the chart at the end of this section for more information.
   - For *vocabulary questions*, the targeted word will be highlighted in the passage. Find the highlighted word, and read the context around it.
   - For *referent questions*, the targeted word will be highlighted in the passage. Find the highlighted target word, and read the context preceding it.
   - For *paraphrasing questions*, the targeted sentence will be highlighted in the passage. Read the highlighted sentence carefully. It may also be helpful to read the context around the highlighted sentence.
   - For *sentence insertion questions*, there will be darkened squares indicating where the sentence might be inserted. Read the context around the darkened squares carefully.
   - For *factual information questions* (including detail and unstated detail questions) and *negative factual information questions* the paragraph number will be included in the question. Skim the paragraph for key words from the question and read the sentences around the key words in the paragraph. For *negative factual information questions*, the words NOT and EXCEPT will be included in the questions.
   - For *inference questions*, choose a key word from the question, and skim for the key word (or a related idea) in order in the passage. Read the part of the passage around the key word (or related idea).
   - For *rhetorical purpose questions*, the targeted word or phrase will be highlighted in the passage. Read the highlighted word or phrase and the context around it to determine the rhetorical purpose.
   - For *overall ideas questions*, such as summary information and organizational (schematic) table questions, focus on the main ideas rather than minor details of the passages. The main ideas and important details are most likely explained in the introductory paragraph and at the beginning or end of each supporting paragraph.
7. **Choose the best answer to each question.** You may be certain of a particular answer, or you may eliminate any definitely incorrect answers and choose from among the remaining answers.
8. **Do not spend too much time on a question you are completely unsure of.** If you do not know the answer to a question, simply guess and go on. You can return to this question later (while you are still working on the same passage) if you have time.
9. **Monitor the time carefully on the title bar of the computer screen.** The title bar indicates the time remaining in the section, the total number of questions in the section, and the number of the question that you are working on.
10. **Guess to complete the section before time is up.** It can only increase your score to guess the answers to questions that you do not have time to complete. (Points are not subtracted for incorrect answers.)

# LISTENING DIAGNOSTIC PRE-TEST

L_DIR_A


TOEFL iBT® TEST
PAUSE TEST
SECTION EXIT
VOLUME
HELP
OK
NEXT
Listening
Section Directions
This section measures your ability to understand conversations and lectures in English. You will hear each conversation or lecture only once. After each conversation or lecture, you will answer some questions about it. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers.
You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will not be scored.
If you want to change the volume while listening, click on the Volume icon at the top of the screen.
In some questions, you will see this icon: 000. This means that you will hear, but not see part of the question.
Some of the questions have special directions. These directions appear in a gray box on the screen. Most questions are worth one point. If a question is worth more than one point, it will have special directions that indicate how many points you can receive.
In this section of the test, it will take about 20 minutes to listen to the conversations and lectures and to answer the questions. You must answer each question.
You will now start the Listening section.

## Questions 1–5 001

**Listen to a conversation between an advisor and a student.**




002

1. Why does the advisor want to talk with the student?
   - (A) To discuss her phone call with the professor and what he said about the student
   - (B) To help the student avoid failing a class by giving him advice about his studies
   - (C) To find out more about the history professor's teaching style and exams
   - (D) To explain what professors at the university require from their students

2. What problems does the student have?

   **Click on 2 answers.**

   - [A] He is not doing well in several of his classes.
   - [B] He is not studying the textbook material carefully enough.
   - [C] He is not in class all the time.
   - [D] He is not sure about what is being tested.

3. What does the advisor imply about the history professor's exams?
   - (A) They have a style that is familiar to most students.
   - (B) They primarily test a specific approach discussed during lectures.
   - (C) The teaching assistants can tell him which questions will be on the exams.
   - (D) Many of the concepts they test cannot be found in the textbook.

4. Which of the following does the advisor recommend that the student do? **This question is worth 2 points** (2 points for 3 correct answers, 1 point for 2 correct answers, and 0 points for 1 or 0 correct answers).

   **Click on 3 answers.**

   - [A] Ask to meet regularly with his history professor
   - [B] Find out what each professor expects of his or her students in every course
   - [C] Get up and go to his history class all the time
   - [D] Ask for help and clarification from teaching assistants in larger classes
   - [E] Take more careful notes on lectures and on textbook material

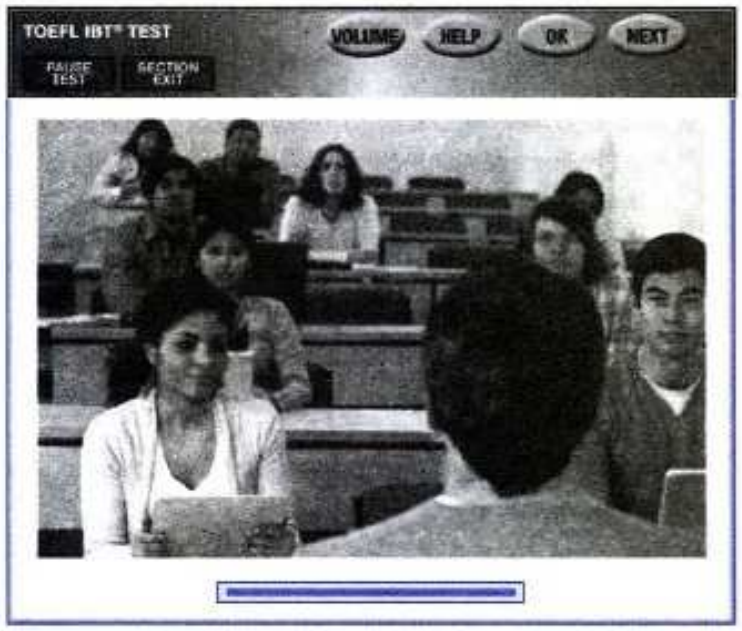
5. Listen again to part of the passage. Then answer the question.

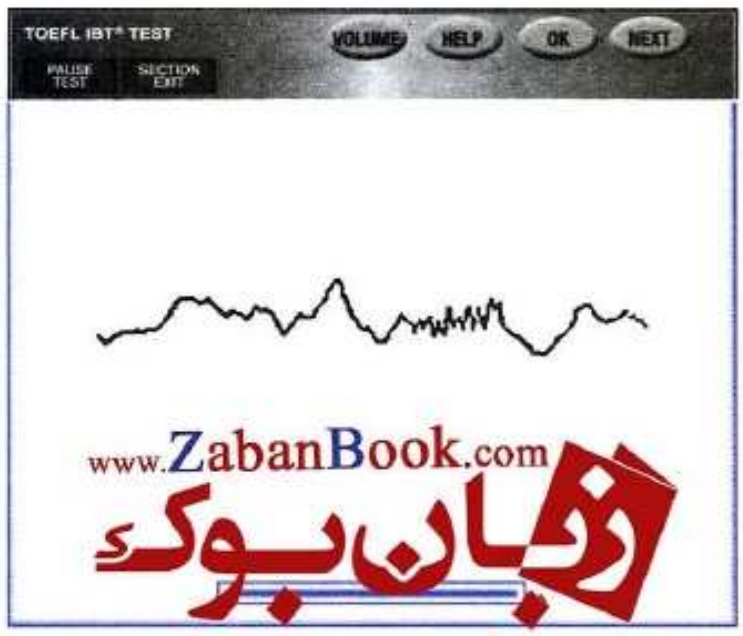
   What does the advisor mean when she says this:
   - (A) She wants to meet the student next week to see how he is doing.
   - (B) If the student goes to at least 50 percent of the lectures, he should do well.
   - (C) The student must take responsibility for attending lecture sessions.
   - (D) She is willing to show the student how to study for and pass his mid-semester exams.

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## Questions 6–11 003

**Listen to part of a lecture in a psychology class.**




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004

6. What does the professor mainly want to get across in the discussion?
   - (A) How human sleep differs from the sleep of other animals
   - (B) What happens to the muscles of humans and other animals during sleep
   - (C) The types of brain-wave patterns that humans experience in sleep
   - (D) The characteristics of sleep in all types of living beings

7. What happens during human sleep?

   **Click on 2 answers.**

   - [A] Muscles become relaxed.
   - [B] The rate of breathing increases.
   - [C] The heart rate decreases.
   - [D] Brain waves decrease throughout sleep.

8. Why does the professor mention sleepwalking?
   - (A) To differentiate between the sleep of humans and other mammals
   - (B) To give an example of how people sometimes act out their dreams while asleep
   - (C) To draw a contrast between muscle tone during REM sleep and during deep sleep
   - (D) To illustrate a sleep disorder that is common during REM sleep

9. Listen again to part of the passage. Then answer the question.

   Why does the professor say this:

   - (A) To indicate that he is going to summarize part of the discussion
   - (B) To clarify that muscle tone is not an essential concept
   - (C) To change the topic of the discussion to something completely different
   - (D) To emphasize the relative importance of brain waves for the discussion

10. Which of these types of animals experience changes in brain waves during sleep? **This question is worth 2 points** (2 points for 4 correct answers, 1 point for 3 correct answers, and 0 points for 2, 1, or 0 correct answers).

    **Place a checkmark in the correct box.**

| | Experience changes in brain waves during sleep | Do not experience changes in brain waves |
|---|---|---|
| mammals | ☐ | ☐ |
| fish | ☐ | ☐ |
| birds | ☐ | ☐ |
| reptiles | ☐ | ☐ |

11. What conclusion can be drawn from the discussion?
    - (A) Land animals dream, but marine animals do not.
    - (B) Only humans experience sleep with true dreaming periods.
    - (C) Most animals dream during sleep.
    - (D) Birds might dream of birds, but fish can't dream of fish.

Turn to pages 596–598 to *diagnose* your errors and record your results.

# LISTENING OVERVIEW

The second section on the TOEFL iBT® test is the Listening section. This section consists of six passages, each followed by five or six questions. You may take notes as you listen to the passages and use your notes as you answer the questions. Test takers are given 60 to 90 minutes to complete the Listening section.

- The **passages** are set in an academic environment. There are 2- to 4-minute conversations that take place outside of the classroom and 4- to 6-minute lectures that take place inside the classroom. The Listening section is divided into two parts, and each part of the Listening section contains one conversation and two lectures. Note: Sometimes on the actual TOEFL iBT® test there is a third part with an additional conversation and two lectures. In this case, three of the nine listening passages will not be scored, but you will not know which ones.* Therefore you should try to do your best to answer all of the questions for all of the passages.
- The **questions** may ask about main ideas and details, purpose, the function of what the speaker said or the speaker's stance, the organization of ideas, and inferences based on the passage.

| Listening Section | Passage Type | Listening Length | Number of Questions |
|---|---|---|---|
| Part 1 | 1 conversation<br>2 lectures | 2–4 minutes<br>4–6 minutes each | 5 questions<br>6 questions each |
| Part 2 | 1 conversation<br>2 lectures | 2–4 minutes<br>4–6 minutes each | 5 questions<br>6 questions each |
| *Part 3 | *1 conversation*<br>*2 lectures* | *2–4 minutes*<br>*4–6 minutes each* | *5 questions*<br>*6 questions each* |

The following strategies can help you in the Listening section.

## STRATEGIES FOR LISTENING

1. **Be familiar with the directions.** The directions on every test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
2. **Do not worry if a listening passage is on a topic that is not familiar to you.** All of the information that you need to answer the questions is included in the passages. You do not need any special background knowledge to answer the questions.
3. **Listen carefully to the passage.** You will hear the passages one time only. You may not replay the audio passages during the test.
4. **Use the visuals to help you to understand the passages.** Each passage begins with a photograph showing the setting (such as a classroom in the case of lectures or a campus office in the case of conversations) and the person (such as a professor lecturing in the case of lectures) or people (such as two students or a professor/advisor and a student in the case of conversations) who are speaking. There may be other visuals (such as a diagram, a drawing, or a blackboard or whiteboard with important terminology) to help you to understand the content of the passage.

# SPEAKING DIAGNOSTIC PRE-TEST

S_DIR_B




**Speaking**

**Section Directions**

In this section of the test, you will be able to demonstrate your ability to speak about a variety of topics. You will answer six questions by speaking into the microphone. Answer each of the questions as completely as possible.

In some questions, you will speak about familiar topics. Your response will be scored on your ability to speak clearly and coherently about the topics.

In other questions, you will first read a short text. Then, the text will go away and you will listen to a talk on the same topic. You will then be asked a question about what you have read and heard. You will need to combine appropriate information from the text and the talk to provide a complete answer. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information.

In the final questions, you will listen to part of a conversation or lecture. You will then be asked a question about what you have heard. Your response will be scored on your ability to accurately convey information and speak clearly and coherently.

You may take notes while you read and while you listen to the conversations and lectures. You may use your notes to help prepare your response. Listen carefully to the directions for each question. The directions will not be written on the screen.

For each question you will be given a short time to prepare your response. A clock will show how much preparation time is remaining. When the preparation time is up, you will be told to begin your response. A clock will show how much response time is remaining. A message will appear on the screen when the response time has ended.

## Questions 1–6

### Question 1

Read the question. You have 15 seconds to plan a response and 45 seconds to give your spoken response.

> Who is someone living that you admire? Describe this person and explain why you admire him or her. Use specific reasons and examples to support your opinion.

### Question 2

Read the question. You have 15 seconds to plan a response and 45 seconds to give your spoken response.

> Some people take vacations that are very relaxing and are not filled with many activities. Other people take very exciting vacations where they do many new things. Which do you think is a better way to spend a vacation and why? Use specific examples and details to support your answer.

### Question 3

Read the notice from the Humanities Department about a new policy. You have 45 seconds to read the notice.

*Notice from the Humanities Department*

Because so many students have been registering for classes in the Humanities Department for which they have not fulfilled the prerequisites, the faculty committee of the Humanities Department has decided that a new policy will go into effect for the coming semester. This new policy, which was instituted by a unanimous vote of the faculty committee of the Humanities Department, is that all students who want to register for courses other than introductory courses in the Humanities Department must obtain signatures from their advisors before registering for these courses. It is the responsibility of advisors to determine if students have completed appropriate prerequisites before authorizing enrollment in courses.

Now listen to two students as they discuss the notice. 091



Now answer the following question: 092

> The woman expresses her opinion of the notice from the Humanities Department. State her opinion and the reasons she gives for holding that opinion.

You have 30 seconds to prepare an answer. After the 30 seconds, you have 60 seconds to respond to the question.

### Question 4

Read the passage about nonverbal communication. You have 45 seconds to read the passage.

> Nonverbal communication is any kind of communication that takes place without the use of words. It can refer to facial expressions such as smiling or frowning; it can refer to movements of the head such as nodding the head to show agreement or shaking it to show disagreement; it can refer to hand gestures such as offering the hand to shake in greeting or waving the hand to say "hello" or "good-bye." Nonverbal communication can also refer to a whole host of other ways of communicating without words inasmuch as nonverbal communication is limited only by exclusion: it is any type of communication *without* words. Communication is verbal if words are used; it is nonverbal if words are not used.

Listen to a passage on the same topic in a psychology class. 093

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Now answer the following question: 094

Explain how the examples of nonverbal communication given by the professor illustrate limitations of this type of communication.

You have 30 seconds to prepare an answer. After the 30 seconds, you have 60 seconds to respond to the question.

### Question 5

Listen to a conversation between two students. 095



Now answer the following question: 096

The students discuss two possible solutions to the woman's problem. Describe the problem. Then explain which of the two solutions you prefer and explain why.

Question 6

Now listen to part of a lecture in a biology class. 097



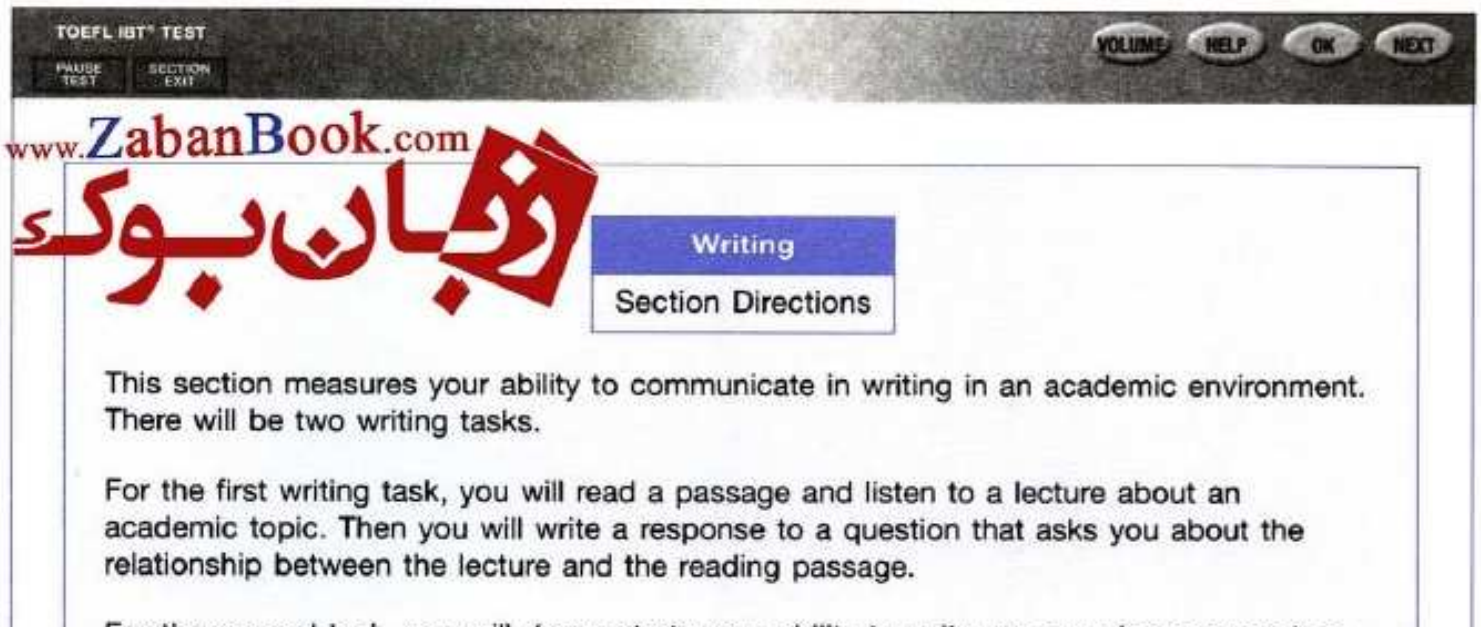
Now answer the following question: 098

Using points and examples from the lecture, explain how it was proven that bats use echolocation.

Turn to pages 599–609 to *assess* the skills used in the test, *score* the test using the Speaking Scoring Criteria, and *record* your results.

# WRITING DIAGNOSTIC PRE-TEST

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TOEFL iBT® TEST
PAUSE TEST
SECTION EXIT
VOLUME
HELP
OK
NEXT
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Writing
Section Directions
This section measures your ability to communicate in writing in an academic environment. There will be two writing tasks.
For the first writing task, you will read a passage and listen to a lecture about an academic topic. Then you will write a response to a question that asks you about the relationship between the lecture and the reading passage.
For the second task, you will demonstrate your ability to write an essay in response to a question that asks you to express and support your opinion about a topic or issue.
Now listen to the directions for the first writing task.
Integrated Writing Directions
For this task, you will first have three minutes to read a passage about an academic topic. You may take notes on the passage if you wish. The passage will then be removed and you will listen to a lecture about the same topic. While you listen, you may also take notes.
Then you will have 20 minutes to write a response to a question that asks you about the relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does not ask you to express your personal opinion. You will be able to see the reading passage again when it is time for you to write. You may use your notes to help you answer the question.
Typically, an effective response will be 150 to 225 words long. Your response will be judged on the quality of your writing and on the completeness and accuracy of the content. If you finish your response before time is up, you may click on Next to go on to the second writing task.
Independent Writing Directions
For this task, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue. You will have 30 minutes to plan, write, and revise your essay.
Typically, an effective essay will contain a minimum of 300 words. Your essay will be judged on the quality of your writing. This includes the development of your ideas, the organization of your essay, and the quality and accuracy of the language you use to express your ideas.
If you finish your essay before time is up, you may click on Next to end this section. When you are ready to continue, click on the Dismiss Directions icon.

## Questions 1–2

### Question 1

**Read the passage.**

Reading Time: 3 minutes

Deforestation has been opposed in many countries and on several continents, due to the rapid disappearance of rainforests. Yet, deforestation is likely to continue because, for some, the benefits outweigh the drawbacks. One benefit is that deforestation provides specific regions with opportunities for economic growth. With the world population continuing to grow ever larger, more food is needed. Rainforests can be cut down and the cleared land can then be used to expand commercial farming, which not only helps feed the increasing population, but provides economic sustainability for both farmers and governments.

In addition, deforestation provides much-needed space for living. Many countries, in which rainforests are located, are over-crowded and their people are living in only a small section of the country. Deforestation provides the chance for smaller, local tribes to be moved to the newly cleared land. As a result of these tribes relocating, there is a better balance of population density and better living conditions for the greatest number of people.

Finally, although environmentalists will certainly disagree, deforestation actually helps the environment. As it stands now, the United States is proposing that 25 billion dollars be spent on protecting the world's rainforests. The proposal offers carbon credits. What this means is that for every dollar that a country invests in saving the rainforests, it is permitted to emit one ton of carbon dioxide. Therefore, banning deforestation may be counterproductive. Countries that do reduce deforestation will cause carbon prices to decrease. This would make global warming worse instead of better.

**Listen to the passage.** 147



**Now answer the following question:** 148

**Summarize the points made in the lecture, being sure to explain how they challenge specific arguments raised in the reading.**

Response Time: 20 minutes

Question 2

**Read the question. Then write your response.**

**What recent news story has affected you the most? In what ways has it affected you? Use specific reasons and examples to support your answer.**

Response Time: 30 minutes

Turn to pages 610–616 to *assess* the skills used in the test, *score* the test, using the Writing Scoring Criteria, and *record* your results.

# WRITING OVERVIEW

The last section on the TOEFL iBT® test is the Writing section. This section consists of two tasks, one integrated task and one independent task. You will type your responses to these two tasks directly on the computer.

- The **integrated** task consists of a 250 to 300 word reading passage and a 1 to 2 minute lecture on the same academic topic. The information in the reading passage and the information in the listening passage are related, but the listening passage does not simply repeat what is in the reading passage. You should take notes on the information in each of the passages, and then you must write a 150 to 225 word response about how the information in the two passages is related. You have 20 minutes to both plan and type your response to the question on the computer screen.
- The **independent** task consists of an essay topic. You must write an essay of approximately 300 words on the topic that is given. The ideas in your essay come from your personal experience rather than from material that is given to you. You have 30 minutes to both plan and type your essay response on the computer screen.

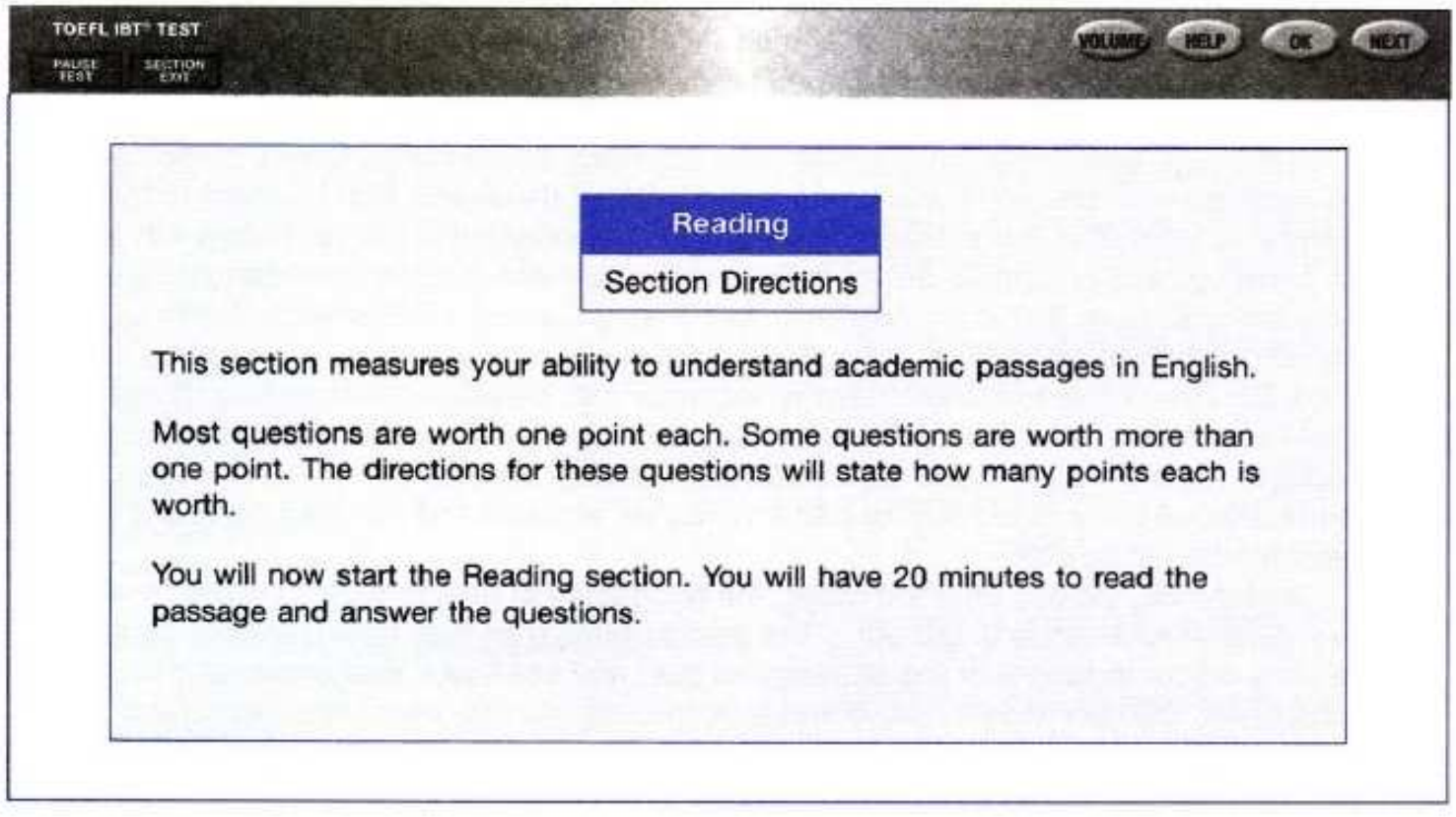
Remember to use a general statement and supporting information in your response. Here's an example: *The best way to research topics for class assignments is by using the Internet. The Internet provides more sources than a library. For example, you can find information from other researchers, from journals, from various colleges, and from videos available online. Information can be accessed from remote places, such as your dorm room or apartment.*

| Writing Question | Usual Expectations For A Response | Reading Time | Listening Time | Response Length | Combined Preparation and Response Time |
|---|---|---|---|---|---|
| Question 1: Integrated Writing—Academic Reading, Listening, Writing | Write about the relationship between an academic reading passage and a listening passage. Explain how information in the listening passage casts doubt on, opposes, or challenges points in the reading. (You may occasionally be asked to explain how the information in the listening passage adds to or answers information from the reading passage.) | 3 minutes | 1–2 minutes | 150–225 words | 20 minutes |
| Question 2: Independent Writing—Experience and Knowledge | Write about your opinion on a specific issue, using your experience and knowledge to provide reasons and examples to support your opinion. | none | none | 300 words | 30 minutes |

# MINI-TEST 1

## READING

20 minutes


TOEFL iBT® TEST
PAUSE TEST
SECTION EXIT
VOLUME
HELP
OK
NEXT
Reading
Section Directions
This section measures your ability to understand academic passages in English.
Most questions are worth one point each. Some questions are worth more than one point. The directions for these questions will state how many points each is worth.
You will now start the Reading section. You will have 20 minutes to read the passage and answer the questions.

**Read the passage and answer the questions that follow.**

## The Lost Gold

1▶ Most people are familiar with a battle known as the Battle of the Little Bighorn, or Custer's Last Stand. The basics of this familiar event are that five companies of the Seventh Cavalry, a total of 248 men, were led into battle in the valley of the Little Big Horn River in Montana by a thirty-six year old major-general named George Armstrong Custer; on June 24, 1876, these five companies were completely overwhelmed and decimated by a huge **coalition** of Sioux and Cheyenne. A footnote to this historical event that has been lost among all the drama and significance of the battle itself is the story of a missing fortune in gold.

2▶ In the days before the Battle of the Little Big Horn, two separate bands of men on two separate missions came into contact and initiated the events that have led to the mystery of today. The first of these bands of men consisted of driver Gil Longworth and two armed guards on a mule-drawn freight wagon that was heading east carrying a load of miners' gold from Bozeman, Montana, to a freight company in Bismarck, North Dakota. The second of these bands of men was on a military supply boat that was heading north on the Big Horn River to a designated rendezvous with Custer's commanding officer. This supply boat was under the command of a Captain Marsh, who was unfamiliar with this **stretch** of the Big Horn River and overshot the meeting location. By the time he realized his mistake, he determined that he had traveled between 15 and 20 miles north of the designated meeting place.

3▶ On June 26, the day after the battle, the two bands of men met up. Longworth and the guards were anxious to get out of the area as quickly as they could, so they begged the army officer to take over the shipment of gold and see that it was eventually delivered to Bismarck. Captain Marsh agreed and took the shipment on board his vessel, and Longworth and the guards retreated as quickly as possible back toward Bozeman. That evening, when Marsh realized how dangerous the situation actually was, he decided to hide the gold somewhere along the river. Marsh debarked and headed for shore, taking two of his most trusted officers and the gold with him; the trio returned to the boat some three and a half hours later without their valuable cargo.

4▶ 8A Marsh left the dangerous area with his men and was not able to return for around three years. 8B At that point, he made an attempt to notify the freight company in Bismarck about the hidden shipment of gold, but by that time the company had gone out of business. 8C Marsh left the military and lived the kind of working class life one might expect as the captain of a riverboat. 8D The two officers who had helped Marsh hide the gold continued working on the supply boat until they retired some sixteen years later.

5▶ Though what happened to the gold is not known today, what is stated above is known with a fair amount of well-researched certainty. There are historical records showing that Longworth did leave Bozeman on a mule-train accompanied by two guards and that they were heading for Bismarck with a load of gold; there are records showing that the gold was transferred to the military supply boat under the command of Captain Marsh; there are records showing that the three men from the supply boat did indeed leave their vessel with the gold for a period of only a few hours and then returned **empty-handed**; there are records showing that these three lived out their lives without any indication that either they or their descendants had obtained a huge fortune in gold. What is not known is the fate of the gold. Perhaps a future fortune hunter might wish to spend time examining records from the period in detail in the hope of finding a missed clue or, instead simply head to the banks of the Big Horn River.